

**IMPROVING THE EIGHTH GRADE STUDENTS'  
SPEAKING SKILLS OF SMP NEGERI 2 NUSAWUNGU  
THROUGH THINK-PAIR-SHARE STRATEGY**

**A Thesis**

Presented as a Partial Fulfillment of the Requirement for the Attainment of the  
*Sarjana Pendidikan* Degree in English Language Education



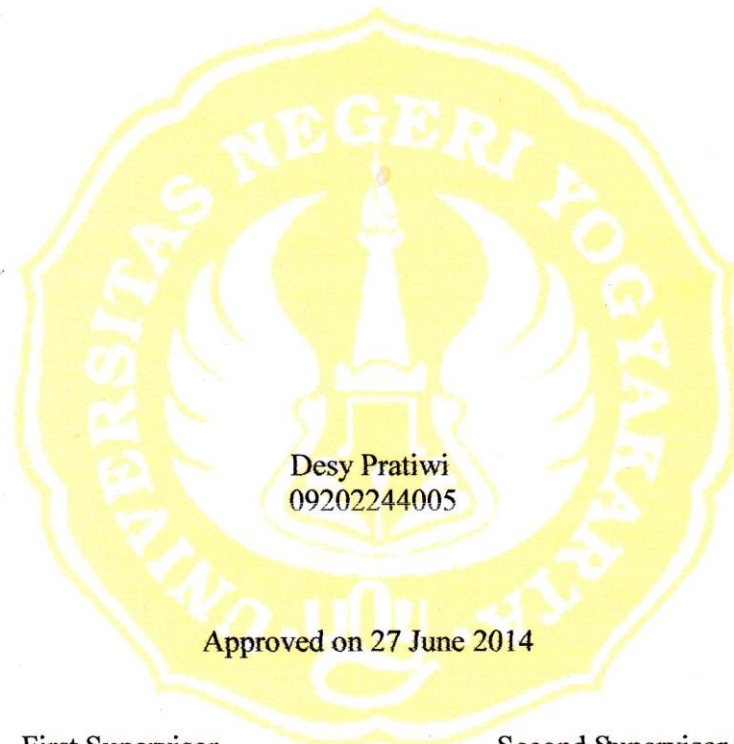
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2014**

**APPROVAL SHEET**

**IMPROVING THE EIGHTH GRADE STUDENTS'  
SPEAKING SKILLS OF SMP NEGERI 2 NUSAWUNGU  
THROUGH THINK-PAIR-SHARE STRATEGY**

**A Thesis**



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## RATIFICATION

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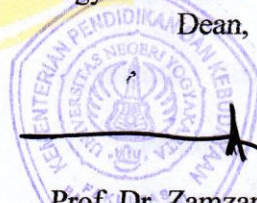
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Juni 2014

Penulis,



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## DEDICATIONS

This thesis is dedicated to:

My beloved parents,

*Marsiyem and Dedy Sukmana*

My guardians,

*Sumirah and Zamirah*

## MOTTOS

*Life can only be understood backwards, but it must be lived  
forwards.*

-Søren Kierkegaard-

*The only way to find the limit of the possible is by going them into  
the impossible.*

-Arthur C. Clarke-

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Finally, I hope that this thesis would be useful for the readers. However, I realize that this thesis is far from perfect, so any critics, ideas, suggestions for the improvements of this thesis are greatly appreciated. I hope this thesis will give some contribution to the improvement of English teaching and learning.

Yogyakarta, 20 June 2014

The writer,

Desy Pratiwi



## TABLE OF CONTENTS

Cover.....	i
Approval sheet.....	ii
Ratification.....	iii
Surat Pernyataan.....	iv
Dedication.....	v
Mottos.....	vi
Acknowledgement.....	vii
Table of Contents.....	ix
List of Tables.....	xi
List of Figures.....	xii
List of Appendices.....	xiii
Abstract.....	xiv
<b>CHAPTER I.....</b>	<b>1</b>
A. Background of the Study.....	1
B. Identification of the Problem.....	5
C. Limitation of the Problem.....	6
D. Formulation of the Problem.....	7
E. Objective of the Research Study.....	8
F. Significance of the Research Study.....	8
<b>CHAPTER II.....</b>	<b>10</b>
A. Literature Review.....	10
1. The Nature of Speaking.....	10
a. Definition of Speaking.....	10
b. Elements of Speaking.....	12
c. Micro and Macro Skills of Speaking.....	13
d. Function of Speaking.....	14
e. Difficulties in Speaking.....	16
f. Learning Speaking.....	17
2. Teaching speaking.....	18
a. Classroom Speaking Activities.....	18
b. Types of Classroom Speaking Performance.....	20
c. Teaching Speaking to Junior High School Students.....	21
d. The Role of the Teacher.....	23
e. Assessing Speaking.....	25
3. Cooperative Learning.....	26
a. Definition of Cooperative Learning.....	26
b. Elements of Cooperative Learning.....	26
c. Advantages of Cooperative Learning.....	27
4. Think-Pair-Share Strategy.....	29
a. The Nature of Think-Pair-Share Strategy.....	29
b. The Purpose of Think-Pair-Share Strategy.....	31
c. The Advantages of Think-Pair-Share Strategy.....	32
d. The Steps of Think-Pair-Share Strategy.....	33

e. Hints and Management Ideas.....	33
f. Problems in Implementing Think-Pair-Share Strategy.....	36
B. Review of Related Studies.....	36
C. Conceptual Framework.....	38
<b>CHAPTER III.....</b>	<b>42</b>
A. Type of the Research Study.....	42
B. Research Setting.....	43
C. Subject of the Research.....	44
D. Procedures of the Research .....	44
1. Determining the Thematic Concern – Reconnaissance.....	44
2. The Research Cycles.....	45
E. Data Collection Technique.....	46
F. Research Instruments.....	48
G. Data Analysis Techniques.....	50
H. Validity and Reliability of the Research Study.....	51
<b>CHAPTER IV.....</b>	<b>54</b>
A. Reconnaissance.....	54
1. Identification of the Problems.....	55
2. Determining the Research Problems.....	57
3. Determining the Actions to Solve the Selected Problems.....	59
B. Research Processes.....	61
1. Report of cycle 1.....	61
a. Planning.....	61
b. Action and observation.....	63
c. Reflection.....	71
2. Report of cycle 2.....	77
a. Planning.....	77
b. Action and observation.....	80
c. Reflection.....	86
C. Research Findings and Discussion .....	93
<b>CHAPTER V.....</b>	<b>98</b>
A. Conclusion.....	98
B. Implication.....	99
C. Suggestions.....	101
References .....	103
Appendices.....	106

## LIST OF TABLES

Table 2.1	:	The Roles of the Teacher by Spratt et al. (2005:145).....	24
Table 3.1	:	Languages other than English (LOTE) Checkpoint C Resource Guide New York State Department of Education (2012:101-114).....	49
Table 4.1	:	Students' Pre-Test Mean Score.....	57
Table 4.2	:	Field Problems of the English Teaching and Learning Process of Speaking in Class VIII A of SMP Negeri 2 Nusawungu .....	58
Table 4.3	:	The Relationship between the Field Problems and Actions...	60
Table 4.5	:	The Schedule of Cycle 1 .....	63
Table 4.6	:	Students' Mean Score in Cycle 1.....	77
Table 4.7	:	The Action Plans of Cycle 2.....	78
Table 4.8	:	The Schedule of Cycle 2.....	80
Table 4.9	:	Students' Mean Score in Cycle 2.....	91
Table 4.10	:	The Result after the Implementation of the Actions in Improving Students' Speaking Skills. ....	93
Table 4.11	:	The Result of the Pre-Test and Post-Test.....	95
Table 4.12	:	The Gain Score of Pre-test and Post-test Score.....	96
Table 4.13	:	Students Mean Score in Pre-Test and Post-Test.....	97

## LIST OF FIGURES

Figure 2.1	:	Figure of Conceptual Framework.....	41
Figure 3.1	:	Steps of Action Research According to Kemmis and McTaggart in Burns (1999:33).....	42
Chart 4.1	:	Students' Improvements from Cycle 1 to Cycle 2 .....	92
Chart 4.2	:	Students' Improvement from Pre-Test to Post-Test Score.....	97

## LIST OF APPENDICES

Appendix A	:	Observation Checklist.....	106
Appendix B	:	Interview Guideline.....	108
Appendix C	:	Questionnaire.....	109
Appendix D	:	Pre-Test And Post-Test Instrument.....	111
Appendix E	:	Speaking Rubric.....	112
Appendix F	:	Course Grid.....	113
Appendix G	:	Lesson Plan.....	120
Appendix H	:	Materials.....	126
Appendix I	:	Attendance List.....	138
Appendix J	:	Field Notes.....	139
Appendix K	:	Interview Transcript.....	147
Appendix L	:	Questionnaire Analysis.....	163
Appendix M	:	Questionnaire Results.....	164
Appendix N	:	Students' Scores.....	166
Appendix O	:	Photographs.....	170
Appendix P	:	Letters.....	171

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**A Thesis**

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**Abstract**

This research study was aimed at improving the eighth grade students' speaking skills of SMP Negeri 2 Nusawungu through think-pair-share strategy. This study was an action research that consisted of two cycles. The participants of the study were the English teacher and students of SMP Negeri 2 Nusawungu.

This research was carried out from February to March 2014. The researcher worked collaboratively with the English teacher. The data was collected through observation during the implementation of actions, interviews with the English teacher and students of class VIII A, and conducted a pre-test and post-test on students' speaking performances. The instruments used were observation checklist, interview guideline, questionnaire, and speaking rubric. The data collected were field notes, interview transcripts, and students' score. The validity of the data was fulfilled by applying democratic and dialogic validity. In order to get the trustworthiness, time and investigator triangulation technique were used. The steps of the research were reconnaissance, planning, action, observation, and reflection.

The results of the research showed that students' speaking skills were improved by the implementation of think-pair-share strategy. This strategy improved students' speaking skills (fluency, comprehension, grammar, vocabulary, and pronunciation). Besides, students also increased their confidence to speak and participate more during class because they had more opportunities in speaking practice. Hence, the improvements could be seen from the pre-test and post-test's scores. The mean score were improved from 5.73 to 7.78. The gain score was 2.05. From the results, it can be concluded that students' speaking skills was improved.

## **CHAPTER I**

### **INTRODUCTION**

This study is aimed at improving the eighth grade students' speaking skills of SMP Negeri 2 Nusawungu through think-pair-share strategy. This chapter consists of background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the research study, and significance of the research study.

#### **G. Background of the Study**

Communication is a crucial need of human being, especially in this era. Language as a tool of communication has an important role to reveal an intention to someone else. People should know how to express thoughts, opinions, feelings, and ideas through communication. People use language to communicate in daily life to gain information from others since language, communication, and life cannot be separated.

English has become an international language in modern and global communication. It is the most spoken and most recognized language in the world. It is also the second language of many countries where the primary language is not English. In order to survive in the rigorous competition, students are required to be active in communication using English. The young generation should be prepared for the extreme competition, not only in competing with the Indonesian people but also with all people around the world.

The government has a serious concern toward this condition. According to the curriculum proposed by Ministry of National Education, the purpose of teaching English subject includes communication development in both spoken and written language. The students are expected to be able to use English to participate in the classroom activities, school activities, and environment activities (National Education Department, 2007:6-7).

There are four skills in learning English, i.e. listening, speaking, reading, and writing. As one of the four language skills, speaking is really important for students. Students have to be able both to understand and to create various texts. They are expected to be able to express the meaning of short functional text and monologue like procedure, descriptive, recount, and narrative text.

People who have good ability in speaking skills will be better in sending and receiving information or message from others, since most of real communication is in spoken language. Furthermore, Lyle in Bertram (2002) states that oral language is a very important link in the process of students' learning and thinking development. Oral language provides a foundation for the development of other language skills as learners talk about themselves and their experiences. They are learning to organize their thinking and to focus their ideas. Bertram (2002) also adds that it is important to provide opportunity for oral language to continue to grow in the classroom from those foundations. However, good speaking ability is difficult to achieve. It needs a lot of practices and suitable technique to improve students' speaking skills.



Based on the observation and interview with the students and the teacher concerning the teaching and learning process of English in SMP N 2 Nusawungu, there are several factors that made students unable to speak in English well even though it was taught since elementary level. Some of those factors were lack of vocabulary, poor grammar, and incorrect pronunciation. These factors led the students to become passive learners. Therefore, they preferred to be silent and not fully participate in the classroom activities. As a result, they were not encouraged to practice speaking during class, which was the most important element in improving students' speaking skills. Other factors were the teacher, media, and the teaching and learning activities. Drill and translation methods were still used. The suitable sources of learning speaking used in SMP N 2 Nusawungu were limited only on *LKS* and textbook.

It is not easy to make the students feel relaxed to speak in English. To encourage the students to be able to use English to communicate is the job of the teacher. However, teaching speaking skills is not an easy task for teachers. Teachers have to consider several aspects in teaching speaking skills so the teaching and learning process run smoothly and effectively.

Regarding the problem above, the researcher will work collaboratively with the English teacher to overcome the problems in improving students' speaking skills of the eighth grade students of SMP N 2 Nusawungu. Since the focus of speaking is students can interact in both transactional and interpersonal speech, the researcher should consider a technique that will

compel the students to interact as the point of transactional and interpersonal speech is conveying or exchanging fact or information and maintaining social relationships. Think-pair-share strategy is one of the techniques in cooperative learning which can compel students to speak in English. Cooperative learning gives the students opportunity to interact with each other and work together to maximize their own and each other's learning (MacPherson, 2007:12).

The use of think-pair-share strategy provides the students' need because with this strategy, students are given time to think and opportunity to think aloud with another student about their responses before they share their ideas to the whole class. Think-pair-share strategy is a structure first developed by Professor Frank Lyman at the University of Maryland in 1981 and adopted by many writers in the field of co-operative learning since then. This strategy can encourage thinking and creativity, leads students to develop and practice language, and creates motivation and involvement in the classroom. Think-pair-share strategy provides an opportunity for all students to share their thinking with at least one other student. This increases their sense of involvement in classroom learning. As a cooperative learning strategy, think-pair-share strategy also benefits students in the areas of peer acceptance, peer support, academic achievement, self-esteem, and increased interest in other students and school.

## **H. Identification of the Problem**

There are several factors that influence students' speaking skills. Based on the preliminary observation and interview conducted to the students and the English teacher about the English teaching and learning process in SMP N 2 Nusawungu, those factors were came from the students, the teacher, the media used, and the teaching and learning process.

The first problem came from the students themselves. Students had difficulties in expressing their ideas and opinions in English orally as they were afraid of making mistakes. During classes, the students had difficulties to construct sentences. Their choice of words was monotonous. It indicated that they were lack of vocabulary. In addition, they also found it difficult to make sentences in correct grammar. Furthermore, they mispronounced many English words.

The second problem came from the teacher. As observed, the teacher dominated the whole session of the lesson as she talked to the students. The teacher-centered learning would not improve students' ability especially speaking skills because there was not much opportunity for the students to speak during classes.

The third problem was the media used. Media which were considered powerful to attract the students' attention was absent in teaching and learning process. Thus, the students were easily got bored and not interested. The use of LKS and textbook cannot motivate the students because they are not interactive and compatible for students' needs of improving their speaking

skills. Electronic media provided by the school such as computers and LCD were hardly ever used by the English teacher during the classes.

The fourth problem was the teaching and learning process. The problems were laid on the classroom activities and speaking practices. Like in traditional method, the classroom activities were focused on repeating after the teacher, memorizing a dialogue, or responding to drills. This technique might improve students' vocabulary but still there was no chance for the students to speak in English since there were no activities which could oblige the students to interact in English.

As mentioned above, those were some problems that influence students' low speaking skills of the eighth grade students in SMP N 2 Nusawungu. Each factor should be considered so that the solution could be effective. Based on those problems, the researcher would conduct an action research on improving students speaking skills.

## **I. Limitation of the Problem**

It could be assumed from the discussion above that during teaching and learning process there were several factors affecting students' low speaking skills. Therefore, the researcher would focus on how to improve students' speaking skills. Think-pair-share strategy was proposed as the treatment to improve students' speaking skills of the eighth grade students of SMP Negeri 2 Nusawungu, which was conducted in the field collaboratively with English teacher since the focus of speaking is students can interact in

both transactional and interpersonal speech. The point of transactional and interpersonal speech is conveying or exchanging fact or information and maintaining social relationships. Think-pair-share strategy is one of the techniques in cooperative learning which can make students to make interaction in English.

The use of think-pair-share strategy provided the students' needs because with this strategy, students were given time to think and opportunity to think aloud with another student about their responses before they shared their ideas to the whole class. This strategy could overcome the problems related to the students as well as problems related to the teacher, the media used, and the teaching and learning process. This strategy would be implemented only on class VIII A since the students in that class had low ability in speaking skills. It was expected that think-pair-share strategy could encourage the students to learn to use the target language and improved their ability in speaking skills.

## **J. Formulation of the Problem**

In reference to the limitation of the problem above, the researcher formulates the research problems as “How can the implementation of think-pair-share strategy improve the eighth grade students' speaking skills of SMP Negeri 2 Nusawungu?”

### **K. Objective of the Research Study**

The objective of the research is to improve the eighth grade students' speaking skills of SMP Negeri 2 Nusawungu through Think-Pair-Share strategy.

### **L. Significance of the Research Study**

#### **1. Theoretical significance**

This research may contribute for further understanding of the use of Think-Pair-Share strategy in improving students' speaking skills especially in junior high school.

#### **2. Practical significance**

- a. Teachers can make use of the research findings to enrich their teaching methods and techniques. It can also be used by English teachers in other schools to solve a similar problem.
- b. The result of the study would make the students learn how think-pair-share strategy improved their speaking ability by enhancing their self esteem because they were given time to think their ideas before they share it to others.
- c. The school can make a good use of the result of the study to solve similar problem connected to speaking ability, cooperative learning, etc. that may arises in the future.

- d. The result of the study can be used as references on using cooperative learning to improve the teaching of English speaking in a large class and it can inspire other researcher to conduct research on similar topic.
- e. The result of the study will be useful for all elements in teaching and learning process of English. It also enriched the knowledge of teaching English to junior high school students in the English department.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

This chapter covers some theory as the basis of the discussion. It is aimed at gaining more understanding about the topic of the research study. The discussions of this chapter are relevant theories of the study and conceptual framework focusing on the problems and solutions of improving students' speaking skills through think-pair-share strategy.

#### **A. Literature Review**

##### **1. The Nature of Speaking**

###### **a. Definition of Speaking**

There are some definition and perspective of speaking proposed by many experts. Speaking is the productive skill in the oral mode. Brown (1994) defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words. Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts (Chaney and Burk, 1998).

According to Johnson and Morrow (1981:70), speaking which is popular with the term 'oral communication' is an activity involving two or more people in which hearers and speakers have to react to what they hear and



make their contribution at a speed of high level. In this definition, the essential components mentioned to exist in speaking activity are speakers, hearers, message, and response. Both speakers and hearers should agree on the message and /or meaning being talked through acceptable language.

Thornbury (2005) argues that in nature of speaking, speakers do some important parts to express their intention. They should deal with speech production and self-monitoring, articulation of their words, and manage their talk accurately and fluently. In addition, the ability to speak fluently presupposes both knowledge of language features and the ability to process the language and information on the spot (Harmer, 1998:87). It means that the speakers should be able to their ideas, to interact with others, and to process the information the moment it happened.

Speaking is a productive skill which means it involves producing language rather than receiving it (Spratt et al, 2005:34). The ability to produce oral language considered by several aspects such as intonation, stress, etc. When students able to produce spoken language, furthermore they should consider the fluency and accuracy. Fluency is speaking at normal speed with no hessitation, repetition, or self-correction while accuracy means the perfect use of grammar, vocabulary, and pronunciation.

According to those theories, it can be concluded that speaking is the ability to express something through spoken media. Speaking means putting

someone' ideas, perceptions, feelings, concerns, and thoughts into words to make other people or the hearers convey the speakers' message.

### **b. Elements of Speaking**

To be able to communicate in English well, students manage to master some aspects of speaking. Students should be able to pronounce the words correctly, use appropriate stress and intonation, and use language in arrange of different genres and situations. Harmer (2007:343) mentions that there are some elements necessary to spoken production. The elements are called language features. They are as follows:

#### 1) Different speaking events

The purpose of transactional function is conveying information and facilitating the exchange of goods and services. In other hand, the interpersonal function is all about maintaining and sustaining good relations between people. Whatever the purpose of the speaking events, its characteristics can be interactive or non-interactive.

#### 2) Conversational strategies

##### a) Conversational rules and structure

Zoltan Dornyei and Sarah Thurrell in Harmer (2007:343) add conversational openings (*hi, how are you?*), interrupting (*sorry to interrupt, but...*), topic shift (*by the way, ...*), and closing (*it's been nice talking to you*) as categories of discourse.

b) Survival and repair strategies

In face to face conversation, students need to be able to ask for repetition by using formulaic expressions, repeating up to the point of conversation breakdown, etc to make the conversation successful.

c) Real talk

Students need to be involved in spontaneous face-to-face communication outside the classroom with competent English speakers. Basturkmen in Harmer looked at transcript of masters level students in conversation and found them using questioning reformulation, multifunctional question forms, and piling up of questions one after the other.

3) Functional language, adjacency pairs and fixed phrases

When teaching speaking, we need to make students aware of functional language, adjacency pairs and fixed phrases. It can be done by teaching functional exchanges such as transcript of typical exchanges.

**c. Micro and Macro Skills of Speaking**

To succeed the oral communication, speakers need to consider some aspect namely micro and macro skills. The micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skills imply the speakers' focus on the larger elements: fluency, discourse, function, style, cohesion, non-verbal communication, and strategic options (Brown, 2004:142). These are the micro and macro skills of speaking.

**1) Micro skills**

- a) Produce differences among English phonemes and allophonic variant.
- b) Produce chunks of language of different lengths.
- c) Produce English stress pattern, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- d) Produce reduced forms of words and phrases.
- e) Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
- f) Produce fluent speech at different rates of delivery.
- g) Monitor one's own oral production and use various strategic devices – pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message.
- h) Use grammatical word classes (noun, verb, etc.), system (e.g., tense, agreement, pluralization), word order, patterns, rules, and elliptical forms.
- i) Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.
- j) Express a particular meaning in different grammatical forms.
- k) Use cohesive devices in spoken discourse.

**2) Macro skills**

- a) Appropriately accomplish communicative functions according to situations, participants, and goals.
- b) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and -yielding, interrupting and other sociolinguistic features in face-to-face conversations.
- c) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplifications.
- d) Convey social features, kinesics, body languages, and other nonverbal cues along with verbal language.

Those are the micro and macro skills of speaking. Both micro and macro skills are needed by speakers to succeed their communication. Those skills also can be used as guidance for the teacher in teaching English and as checklist for speaking assessment. The teacher can make use of these skills to know the students' need better the teacher can take benefit from this list to find suitable technique in teaching English according to students' need.

#### **d. Functions of Speaking**

Brown and Yule in Richards (2008:21-28) make a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information, and talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.

##### **1) Talk as interaction**

Talk as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. Richards (2008:22) summarizes the main features of talk as interaction as follows: has a primary social function, reflects role relationship, reflects speakers' identity, may be formal or casual, uses conventional register, and it's jointly constructed.

##### **2) Talk as transaction**

Talk as transaction refers to situations where the focus is on what is said or done. Understanding the message clearly and accurately is the central focus, rather than how people interact socially with each other. Burns in Richards distinguishes two different types of talk as transaction.

a) The first type involves situations where the focus is on giving and

receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood.

- b) The second type is transactions that focus on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant

### 3) Talk as performance

Talk as performance refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches. Talk as performance tends to be in the form of monolog rather than dialog. It is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction.

## **e. Difficulties in Speaking**

There are many factors that influence students' speaking ability. These factors came from the teacher, the process of teaching and learning, the atmosphere of the school environment, or the students themselves. Nevertheless, the crucial factors come from the students because they are the main target of teaching and learning process. Most of students have low interest and motivation in speaking English because they think that English is difficult to understand. According to Brown (2001:270), the difficulties are:

- 1) Clustering. Learners can organize their output both cognitively and

physically (in breath groups) through such clustering.

- 2) Redundancy. The speaker has an opportunity to make meaning clearer through the redundancy of language.
- 3) Reduced Forms. Contractions, elisions, reduced vowels, etc. all form special problem in teaching spoken English.
- 4) Performance Variables. Performance hesitations, pauses, backtracking, and correction are the phenomena that differentiate native and nonnative speakers. However, students can actually learn how to pause and to hesitate.
- 5) Colloquial Language. Students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.
- 6) Rate of Delivery. Learners should achieve an acceptable speed along with the attributes of fluency.
- 7) Stress, Rhythm, and Intonation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.
- 8) Interaction. Learning to produce waves of language in a vacuum-without interlocutors- would rob speaking of its richest components: the creativity of conversational negotiation.

Those are the difficulties in speaking that influence students' motivation and interest in speaking English. By knowing students' difficulties, teacher could help them to overcome their problem. It also can be used by the teacher as a guidance in teaching and learning process. Designing a suitable materials and media can also refer to students' difficulties so that the students would have no more difficulties.

#### **f. Learning Speaking**

Almost all human beings acquire their second language through formal education. Learning speaking is a complex process. Being able to speak in English is important if people want to be successful in this era. However, students still found it difficult to communicate or interact in English. William and Burden in Harmer (2001:51) suggest that motivation is a state of cognitive arousal which provokes a decision to act as a result of which there is

sustained intellectual and or physical efforts so that the person can achieve some previously set goal. If the students have motivation to be able to speak in English, they will find it easy to learn it. Harmer (2001:53) continues with, if students continue to be intrinsically motivated they clearly need to be interested both in the subject they are studying and in the activities and the topics they are presented with. These are some strategic action that will help the students to speak in English confidently.

- 1) Speak to people. Listening, writing and reading is helping but speaking is equally important.
  - a) Talk to your classmates or friends in English as much as possible.
  - b) Use the idioms and phrases you learned from the reading or lessons and speak out loud.
  - c) Don't be afraid to make mistakes, speaking helps to reinforce the structure of English in your mind.
- 2) Make friends with native-English speakers. This is the most difficult task because of the difference in culture. You have to know enough things and have good listening skills if you want to have good conversations with an American or Briton. Remember to ask a lot of questions to keep the conversation going. When someone asks you questions, give more than just the basic information. For example, if someone asks "Do you like living here?" don't just answer "Yes or no," but tell them why.



3) Use your newly-learned idioms or vocabulary. Once you use the words which you memorized, you will never forget them again.

4) Use Learning tools and classes

Use an English-English dictionary. If you find some words that you don't know, look them up in your dictionary immediately. Students can join a speaking club in the school to increase their input of English.

## **2. Teaching Speaking**

### **a. Classroom Speaking Activities**

There are bunches of categories of speaking activities. Harmer (2007:348) classifies classroom speaking activities into some type. They are:

- 1) Acting from a script: Playscripts and acting out dialogue
- 2) Communication games: Information gap games and television and radio games
- 3) Discussion: Buzz groups, Instant comments, Formal debates, Unplanned discussions, and Reaching a consensus
- 4) Prepared talks
- 5) Questionnaires
- 6) Simulation and role-play

Those are some categories of classroom speaking activities. Richards (2006) mentions activities that are mostly have same characteristics as Harmer's.

#### **1) Accuracy versus Fluency Activities**

Accuracy refers to the ability to produce grammatically correct sentence and pronounce it perfectly but may not include the ability to speak or write fluently. According to Richards (2006:14), fluency is developed by creating classroom activities in which students must negotiate meaning, use

communication strategies, correct misunderstandings, and work to avoid communication breakdowns.

## 2) Mechanical, Meaningful, and Communicative Practice

- a) Mechanical practice. For example, repetition drills and substitution drills designed to practice use of particular grammatical or other items.
- b) Meaningful practice. For example, to practice the use of prepositions and to describe locations of places, students might be given a street map and a list of prepositions.
- c) Communicative practice. For example, students draw a map of their neighborhood and answer questions about the location.

## 3) Information-Gap Activities

An important aspect of communication in CLT is the notion of information gap. This refers to the fact that in real communication, people normally communicate to get information they do not possess. Thus, they will draw vocabulary, grammar, and communication strategies to complete a task.

## 4) Jigsaw Activities

Typically, the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. In so doing, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice.

- 5) Task-completion activities: puzzles, games, map reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.
- 6) Information-gathering activities: student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.
- 7) Opinion-sharing activities: students compare values, opinions, or beliefs with each other.
- 8) Information-transfer activities: these require learners to take information presented in one form, and represent it in a different form.
- 9) Reasoning-gap activities: These involve deriving some new information from given information through the process of inference, practical reasoning, etc.

There are still numerous activities that have not been mentioned. Teacher could apply the suitable activities that match the students' need and ability.

#### **b. Types of Classroom Speaking Performance**

According to Brown (2001:271, 2004: 141) there are six types of speaking performances. They are as follows:

##### **1) Imitative**

Imitative is carried out not for the purpose of meaningful interaction, but for focusing on particular element of language form, for example, drilling. This method helps to establish certain psychomotor pattern and to associate selected grammatical forms with the appropriate context.

## 2) Intensive

This type of speaking performance goes one step beyond imitative. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are 'going over' certain forms.

## 3) Responsive

Responsive is good because it is meaningful and authentic. For example, short replies to teacher- or student-initiated questions or comments.

## 4) Transactional (Dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language. Example of this kind of performance is conversation.

## 5) Interpersonal (Dialogue)

This performance carried out more for maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all the following factors: a casual register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert 'agenda'.

## 6) Extensive (Monologue)

Extensive language is for intermediate to advanced level students. The forms of extensive language are, for example: reports, summaries, or short speeches. The register is more formal and deliberative.

Those are some types of speaking assessment. The teacher could choose the most appropriate and suitable one to assessing students' speaking competence. It depends on the need.

### **c. Teaching Speaking to Junior High School Students**

The aim of teaching speaking is to enable the students to express their ideas, opinions, and feelings in the target language (English) fluently, appropriately, and intelligibly. According to Spratt et al. (2005:35), teaching speaking means developing learners' speaking skills by focusing regularly on particular aspects of speaking (fluency, pronunciation, grammatical accuracy, and body language).

Brown (2001: 91) categorizes junior high school students as teen learners. They are not children anymore but not adults either. They are on the phase of puberty which makes them emotionally, mentally, and physically changed and increased. Teaching teens is a challenge of the teacher because of their characteristics. The learning strategies should be match to learning styles, but learners can be trained to use certain strategies with right guidance.

Spratt et al (2005:53) mention some other characteristics of Junior high school students as follows:

- 1) Starting to keep still for longer periods but still need to move
- 2) Concentration developing
- 3) Beginning to learn in abstract ways, i.e. through thinking, as well as experiencing
- 4) Beginning to control and plan their own behaviour
- 5) May worry about what others think of them.
- 6) Sometimes uncomfortably aware of themselves and/or their actions
- 7) Pay attention to meaning and increasingly to form
- 8) Beginning to increase their experience of life

The characteristics of junior high school students influence how they learn English. Armstrong (2009) says that teaching in secondary school requires teachers who are sensitive, flexible, and willing to accept differences. Langer (2004:4) in her guidelines adds an effective teacher use a variety of different teaching approaches based on the students' need.

According to Cameron (2001:19-20), there are some principle in teaching about how teenagers learn a foreign language. Those principles are teenagers actively try to construct meaning, teenagers need space to language growth, language in use carries to meaning that may not be noticed,

development can be seen as internalizing from social interaction, teenagers' foreign language learning depends on what they experience.

Based on model *KTSP SMP* and *MTs* or school-based curriculum, English as subject matter for junior high school is aimed at building language abilities and communication skills in spoken and written form to face the development of science and technology in globalization era (Suparman, 2007). He adds that there are three fields of English as a compulsory subject in junior high school. They are discourse ability to integrate the four skills (listening, speaking, reaching, and writing), the ability to comprehend texts (procedure, descriptive, recount, report, narrative), and supporting competences (grammar, vocabulary, and pronunciation), sociocultural competences, strategic competences, and discourse competences.

The school-based curriculum is developed by BNSP which contains eight educational standards. Two of them are standard of content and standard of graduate competence that becomes the main reference for every school in developing the curriculum.

#### **d. The Roles of the Teacher**

The roles of the teacher are very important in students' learning achievement. It is because teacher is the guide, controller, mentor, aspirator, and motivator for the students. Harmer (2007:347) point out teacher's roles as:

### 1) Prompter

Sometimes students get stucked or do not know what they should do while doing their task. Here, the role of the teacher is to guide them back on track. Teacher could not let the students get lost too far. But one in a time, teacher could let them to struggle so that they learn to solve the tasks themselves.

### 2) Participants

Being participant here means that teacher may talk together with the students as near-equal participants and engage them in direct conversation.

### 3) Feedback provider

When students misunderstood the task or hesitate of what they've done, teacher could help and correct their mistakes. Teacher also give respond to the content of the activity as well as the language used.

Those are the roles of the teacher which may help the teacher while teaching English. But, most of all, teacher's ro is to make sure that the students understand exactly what they are supposed to do. Spratt et al. (2005:145) add some other roles to complete the references. They divided them into some points. These are the list:

No	Role	The teacher:
1	Planner	prepares the thinks thought the lesson in detil before teaching it so that it has variety and there are appropriate activities for the different learners in the class.
2	Informer	gives the learners detailed informationabout the language or about an activity.
3	Manager	organises the learning space, makes sure everything in the classroom is running smoothly and sets up rules and routines for behaviour.
4	Monitor	goes around the class during individual, pair and group work activities, checking learning.
5	Involver	makes sure all the learners are taking part in the activities.
6	Parent/friend	comforts learners when they are upset or unhappy.
7	Diagnostician	is able to recognize the cause of learners' difficulties.
8	Resource	can be used by the learners for help and advice.

Table 2.1 The Roles of the Teacher by Spratt et al. (2005:145)

### **e. Assessing Speaking**

Assessment means judging learners' performance by collecting information about it (Spratt et al, 2005:71). Assessing speaking easy as assessing reading and writing since speaking is a productive skill. There are some factor influenced teacher's impression on how well students can speak English. The score from one teacher may different from the other. Therefore, the teacher needs to assign several scores for each response, each score representing one of several traits like pronunciation, fluency, vocabulary use, grammar, and comprehensibility. There are five basic types of speaking assessment, they are imitative, intensive, responsive, interactive, and extensive (Brown 2004:140-142).

#### **1) Imitative speaking**

In the era of communicative language teaching, non-meaningful imitation is ineffective and wasted. On the other hand, an overemphasis on fluency can sometimes lead to the decline of accuracy in speech. Speaking performance in imitative speaking is the ability to simply imitate a word, phrase, or sentence.

#### **2) Intensive**

At this level, students are ought to be able to produce short stretches of discourse (not sentence level anymore). Examples of intensive assessment are directed response tasks, read-aloud tasks, picture-cued tasks, and translation.

#### **3) Responsive**

Responsive speaking requires excellent creativity from the students. Students not merely show what they have learn but also develop the situation as creative as possible. However, this assessment limited on short conversation, standard greeting and small talk, simple request and comment, and the like.

#### **4) Interactive**

Interactive speaking involves relatively long stretches of interactive discourse. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationship.



### 5) Extensive

The level of difficulty in extensive speaking is great. It not only involves accuracy or fluency but also creative thinking and imagination. Extensive oral production tasks include speeches, oral presentation, picture-cued story-telling, and translation (extended prose).

## 3. Cooperative Learning

### a. Definition of Cooperative Learning

Cooperative Learning is the umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together (Smith and MacGregor, 1992:10). The Structural Approach (Kagan, 1994) consists of structures which allow the teacher to convert existing lessons into a co-operative format by using simple strategies. For example, think-pair-share, students have situation, given time to think, discuss with a partner and share it with the class.

Lyman and Davidson in Cohen, Broody, Sapon-Shevin (2004:86) say that cooperative learning is one of several allied elements in overall model designed to give every students opportunity to respond. Cooperative learning is the technique, which the learners can interact and working in teams to maximize their own, and each other's learning to accomplish a common goal (McPherson, 2007:2012; Johnson and Johnson, 1989).

### b. Elements of Cooperative Learning

Johnson, Johnson, and Smith (1998), Brown and Thomson (2000), and Kagan (1994) using the five principles known by the acronym PIGSF. They are as follows.

1) Positive Interdependence

Team members perceive that they need each other in order to complete the group's task. The leader may structure positive interdependence by establishing mutual goals, joint rewards, shared resources, and assigned roles.

2) Individual Accountability

Assessing the quality and quantity of each member's contributions and giving the results to the group and the individual. Each student must demonstrate mastery of the content being studied. Students are accountable for their learning and work, therefore eliminating "social loafing"

3) Group Processing

Groups need specific time to discuss how well they are achieving their goals and maintaining effective working relationships among members. Every so often groups must assess their effectiveness and decide how it can be improved.

4) Small Group Skills

Social skills must be taught in order for successful cooperative learning to occur. Groups cannot function effectively if members do not have and use the needed social skills. Collaborative skills include leadership, decision-making, trust-building, communication, and conflict-management skills.

5) Face-To-Face Interaction

Students promote each other's success by helping, sharing, and encouraging efforts to produce. Students explain to one another what they have or are learning and assist one another with understanding and completion of assignments

If the teacher could maximize those five elements, the students would improve their skills in all aspects. They could also build their confidence and motivation because the learning activities in cooperative learning are beneficial yet fun.

### **c. Advantages of Cooperative Learning**

Cooperative Learning has many advantages. Although cooperative grouping has a respectable theoretical pedigree, the effectiveness of which is backed up by the systematic research, very few studies have considered how best to put it into practice in classrooms (Bennett, 1994: 60). According to

Johnson & Johnson (1989) and Slavin (1995, 1996), there are three main categories of advantages: achievement, inter-personal relationships, and psychological health and social competence. These below are the benefits of cooperative learning:

- 1) It provides opportunities for higher order thinking as opposed to passive listening. Reinforces listening to others and gives opportunity for immediate feedback and adjustment of thought.
- 2) It promotes greater student-faculty and student-student interaction. Students assist each other in understanding material. Teacher has an opportunity to move from group to group, listen, and if add comments.
- 3) It increases students' retention and limits anxiety. Students are not overloaded with information. Students actually get time to think about, to talk about, and process information.
- 4) It permits opportunities to connect the content to real life. Students can provide real life examples of the content being discussed, thus increasing the relevancy of the learning.
- 5) It builds self-esteem in students. Students help each other as discussion occurs. Students are more likely to respond to the whole class after discussing thoughts with a partner or small group.
- 6) It provides for improvement of social interaction skills, greater acceptance of others, and a greater sense of "community" in the class.
- 7) It encourages alternative forms of assessment. Teacher has greater opportunities to observe actual processing of information, seeing the results of group projects or field experiences.
- 8) It promotes higher levels of achievement, greater depth of thought and improved attendance. Enjoyment of interaction and relevancy of content tend to encourage students to master the content. When students are responsible for reading a chapter, then use or discuss the content to create a product find that retention is greater.
- 9) Encourages innovation in both teaching and student involvement. Technology is easily incorporated by students and teacher. Students may e-mail each other, join chat rooms, and collaborate on group projects effectively using the technology, rather than meeting face-to-face.

These advantages could benefit the students in improving their speaking skills. Cooperative learning is designed to give every student

opportunity to respond, to interact and to work in teams to maximize the learning to accomplish a common goal.

#### **4. Think - Pair - Share Strategy**

##### **a. The Nature of Think-Pair-Share Strategy**

Every person is an individual and has individual learning needs. However, most human learning is a social process. Students can benefit from learning in groups and pairs. One of the forms of the collaborative learning is think-pair-share strategy. Think Pair Share is a structure first developed by Professor Frank Lyman at the University of Maryland in 1981. It introduces into the peer interaction element of cooperative learning the idea of ‘wait or think’ time, which has been demonstrated to be a powerful factor in improving student responses to questions. This technique gives the opportunity for students to work independently and in collaboration with others.

This technique is a small group or partner strategy in which students respond to a problem or situation individually, then compare and discuss their responses with another. This method works best with teacher-led instruction. All students are required to make an individual response in writing that then shared with others. First, they could share it with their peer, after that to a larger group. Scott and Ytreberg (1990) suggest making room for shared experiences because experiences are an invaluable source of language work and create an atmosphere of involvement and togetherness. This strategy is

one of collaborative learning strategy found useful in all kinds of learning situation, and applicable to all ages and abilities (Fisher, 2005:96)

Based on the definition above, it can be concluded that there are three basic things that must be done in a model lesson Think Pair and Share, among others; thinking, pairing, and sharing. The students engage in a discussion in two stages, the stage of discussion with peer then followed a discussion with the whole class on the stage sharing.

To facilitate the students share their individual ideas to another student and to encourage students' classroom participations are the purpose of think-pair-share strategy. Think-Pair-Share encourages the students to feel free to share their ideas because the students' participation is unlimited. The role of the teacher is just guiding the students if they are out of the topic.

#### **b. The Purpose of Think-Pair-Share Strategy**

The think-pair-share strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer. This learning strategy promotes classroom participation by encouraging a high degree of pupil response, rather than using a basic recitation method in which a teacher poses a question and one student offers a response. Additionally, this strategy provides an opportunity for all students to share their thinking with at least one other student which, in turn, increases their sense of involvement in classroom learning. Think-Pair-Share can also be used as in information

assessment tool; as students discuss their ideas, the teacher can circulate and listen to the conversations taking place and respond accordingly.

According to Millis and Cattel (1992), the purposes of think-pair-share strategy are:

- 1) The quality of students' responses will increase by giving the think time.
- 2) Students become actively involved in thinking about the concept presented in the lesson.
- 3) Researches tell us that we need time to accept new ideas and to store them in memory. When teacher present too much information all at once, much of the information will lost. If teacher gives the students to do think-pair-share, more of critical information will be retained.
- 4) When students talk new ideas, they are forced to make sense of those ideas in terms of their prior knowledge. Their misunderstanding about the topic are often revealed and resolved during this discussion stage.
- 5) Students are more willing to participate since they do not feel the peer pressure involved in responding in front of the whole class.
- 6) Think-pair-share strategy is easy to use on the prompt of the moment.
- 7) Think-pair-share strategy is easy to use in large class.

### **c. The Advantages of Think-Pair-Share Strategy**

Think-pair-share strategy has many advantages. Kagan, Kagan, & Kagan (2000) propose the benefits of think-pair-share strategy for the students and the teacher.

- 1) Students use a lot more time to do its work and to listen to each other when they are engaged in activities. More students raised their hands to answer after practice in partner. The students may be given more as additional waiting time and the quality of the answers might be better, and
- 2) Teachers also may have more time to think while using think-pair-share strategy. They can concentrate on listening to the answers of students, observing student's reactions, and ask the questions a high level.

Putting students in pairs provides many of the advantages of group work. An analysis of the studies conducted upon learning in science, math, English, and technology classes showed that small-group learning promotes

greater student achievement, increases retention in courses, and promotes favorable attitudes toward the course material. Students have the opportunity to state their own views, to hear from others, to hone their argumentative skills, and so forth, without the administrative requirements of group work. Social benefits arise from creating a cooperative learning environment in promoting a sense of common purpose and in social bonds (Fisher, 2005: 93). Further, working in pairs makes it virtually impossible for students to avoid participating.

With this strategy, students can learn from other and brainstorming about their ideas for discussion before being submitted to the class. In addition, think-pair-share strategy can also improve self-confidence and all students are given the opportunity to participate in the class.

#### **d. The Steps of Think-Pair-Share Strategy**

Fisher (2005: 96) & Preszler (2006: 12) present the stages of think-pair-share as follows:

1. Students listen while the teacher poses the question or a problem.
2. Students take a few moments just to THINK about the question, forming ideas of their own.
3. Using designated partners, nearby neighbors, or a desk mate, students PAIR up to talk about the answer each came up with.
4. The instructor calls for pairs to SHARE their thinking with the rest of the class. The teacher can do this by calling randomly on a few students to summarize their discussion or give their answer.

Steps in learning think-pair-share strategy is simple, but important, especially to avoid the mistakes or errors in the group work. These steps will

help the students to overcome their problem or difficulties in speaking performance.

**e. Hints and Management Ideas**

In teaching and learning process, the application of think-pair-share strategy can be divided into several phases. These will help the students to learn English successfully.

1. Before introducing the Think-Pair-Share strategy to the students, decide the target for the lesson. The teacher may choose to use a new text, or develop a set of questions or prompts that target key content concepts that you have been studying.
2. Describe the strategy and its purpose with the students, and provide guidelines for discussions that will take place. Explain to students that they will (1) think individually about a topic or answer to a question;(2) pair with a partner and discuss the topic or question; and (3) share ideas with the rest of the class.
3. Using a student or student(s) from your classroom, model the procedure to ensure that students understand how to use the strategy. Allow time for students to ask questions that clarify their use of the technique.
4. Once students have a firm understanding of the expectations surrounding the strategy, monitor and support students as they work through the steps below. Teachers may also ask students to write or diagram their responses while doing the Think-Pair-Share activity.



5. Assign Partners - Be sure to assign discussion partners rather than just saying "Turn to a partner and talk it over." When the teacher does not assign partners, students frequently turn to the most popular student and leave the other person out.
6. Change Partners - Switch the discussion partners frequently. With students seated in teams, they can pair with the person beside them for one discussion and the person across from them for the next discussion.
7. Give Think Time - Be sure to provide adequate "think time" according to the materials. If it's difficult, give them more time.
8. Monitor Discussions - Walk around and monitor the discussion stage. The teacher will frequently hear misunderstandings that she can address during the whole-group discussion that follows.
9. Timed-Pair-Share - If the teacher notices that one person in each pair is monopolizing the conversation, she can switch to "Timed-Pair-Share." In this modification, the teacher gives each partner a certain amount of time to talk. (For example, say that Students #1 and #3 will begin the discussion. After 60 seconds, call time and ask the others to share their ideas.)
10. Rallyrobin - If students have to list ideas in their discussion, ask them to take turns. (For example, if they are to name all the geometric shapes they see in the room, have them take turns naming the shapes. This allows for more equal participation.) The structure variation name is Rallyrobin

(similar to Rallytable, but students are talking instead of taking turns writing).

11. Randomly Select Students - During the sharing stage at the end, call on students randomly. The first time the teacher do this, the students will be quite shock because they do not listen well, and all they know is what they said. If the teacher keep using this strategy, students will learn to listen to their partner.
12. Questioning - Think-Pair-Share can be used for a single question or a series of questions. The teacher might use it one time at the beginning of class to say "What do you know about....." or at the end of class to say "What have you learned today?"

Those are some ways to manage the class using think-pair-share strategy. If the teacher follows these hints, the teaching and learning process will run smoothly and efficiently.

#### **f. Problem in Implementing Think-Pair-Share Strategy**

Sometimes there might be problems in class during the implementation of think-pair-share strategy in teaching and learning process. Fadholi (2009:1) suggests 5 weaknesses or lack learning model think-pair-share strategy as follows:

- 1) An odd number of students that have an impact on the formation of the group, as one student did not have a partner
- 2) If there is a dispute, there is no mediator
- 3) The number of groups formed is too much to be monitored well
- 4) Dependence on partner

- 5) Very difficult to implement in schools that the average low-ability students.

The student's preparation is organized on the basis of secondary education and is aimed at providing standards and terms of education in the above mentioned speciality. The student's preparation is aimed at professionally-oriented education of personality, including integral scientific outlook, culture competence, moral orientation and fundamental specialist's preparation.

## **B. Review of Related Studies**

Think-pair-share strategy is one of the engaging techniques in teaching and learning process of English. This technique benefits the students in the areas of peer acceptance, peer support, academic achievement, self-esteem, and increased interest in other students and school. It can also improve the students' involvement and achievement in the class.

There are some other research studies which are related to this study. The first research about the use of think-pair-share technique was conducted by Robertson (2006), it is entitled 'Increase Students Interaction with Think-Pair-Share and Circle Charts'. The results of the research study show that think-pair-share technique can improve the students' interactions during the teaching and learning process.

Other researcher, Abdurrahman (2011) conducted an action research study in applying think-pair-share strategy to improve students' speaking skills among the students at the Islamic Education Department of STAIN

Ternate. From the speaking performance score, it can be seen that think-pair-share strategy successfully improved students' speaking skills. The scores of speaking performance from cycle to cycle were improved.

An Experimental Study by Sulistyorini (2011) entitled "The Use of Think-Pair-Share Strategy to Improve Students' Speaking Ability at the Tenth Grade Students of SMA N 1 Karangobar in the Academic Year of 2010/2011" also proved that think-pair-share strategy is effective to improve the speaking skills of senior high school students.

In conclusion, think-pair-share strategy is a cooperative technique that aims many advantages in improving students' speaking skills. Considering the effectiveness of think-pair-share strategy, an action research on improving students' speaking skills in the eighth grade students of SMP N 2 Nusawungu was conducted. What makes this study different from other studies is laid on the school level, socio-cultural background, and geographical circumstances. The internet facility in that neighborhood was difficult to find. It was hard for the students to get information of English learning because they were only using the facilities from the school. The reason why I conducted this research study was to prove that think-pair-share strategy could develop students' interaction which makes their speaking skills improved although they had different background and limited sources to learn.

### **C. Conceptual Framework**

Based on the observation and interview with the students and the teacher of the teaching and learning process of English in SMP N 2 Nusawungu, there were some factors that influence the students' low speaking ability. Those reasons could be divided into four points. They were the teacher, the students, the media used, and the process.

Students had difficulties in expressing their ideas and opinions in English orally as they were afraid of making mistakes. During classes, the students had difficulties to produce sentences. Their choice of words was monotonous. It indicated that they were lack vocabulary. In addition, they also found it difficult to speak in sentence level in correct grammar. Furthermore, they mispronounced many English words. As the function of speaking is to interact with others, these factors would make the students unable to do it. Speaking means putting someone' ideas, perceptions, feelings, concerns, and thoughts into words to make other people or the hearers convey the speakers' message. Connected to those factors above, it can be concluded that students could not speak English well.

Other factor was the teacher. The teacher did not maximize the students' motivation and gave them a very little chance to speak. Not all students were motivated to learn English, but the teacher only focus on those who were interested and had ability while those who were still lacked in English did not get much attention from the teacher. When the students made

mistakes or misunderstood the task or hesitate of what they've done, the teacher did not help and correct their mistakes.

The next factors were the media and the teaching and learning activities. Drill and translation methods were still used. The suitable sources of learning speaking used in SMP N 2 Nusawungu were limited only on LKS and textbook. As it is difficult for the students to gather more information through internet because the facilities of internet outside the school were limited, the teacher did not use the facilities in the school to facilitate the students' need. The learning activities also were not conducive. The face-to-face interaction and group work were very limited. Although those activities would help and encourage the students to learn English with better atmosphere, the teacher rarely asked them to work in group. Almost all learning activities were centered on the teacher.

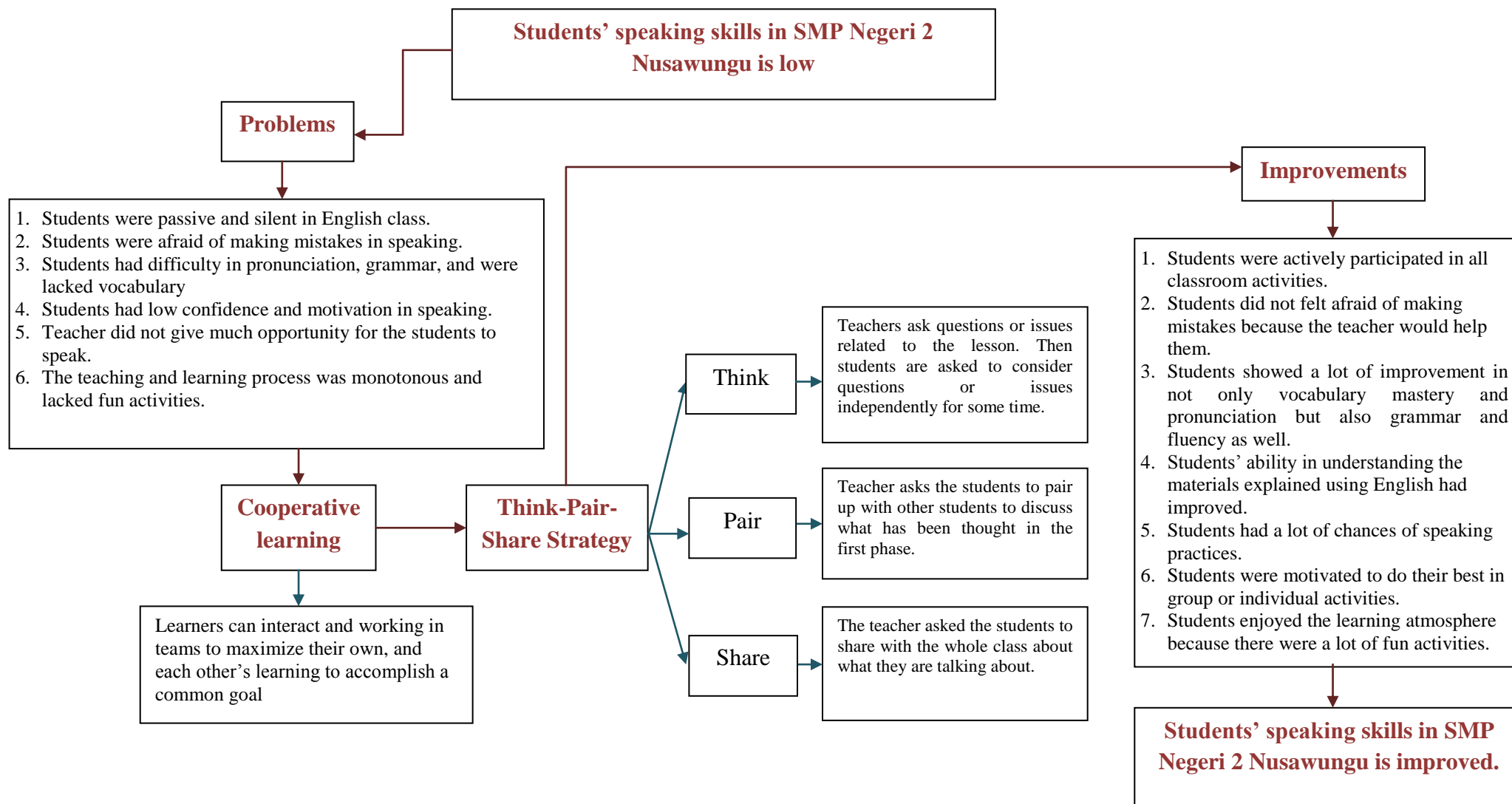
Those problems could be solved by using an effective strategy. One of the strategies that make students feel comfortable in speaking English is using a cooperative learning strategy. Cooperative learning gives the students opportunity to interact with each other and work together to maximize their own and each other's learning (MacPherson, 2007:12). This increases their sense of involvement in classroom learning.

As a cooperative learning strategy, think-pair-share strategy benefits students in the areas of peer acceptance, peer support, academic achievement, self-esteem, and increased interest in other students and school. The advantage

of this technique is the optimization of student participation. It is expected that think-pair-share strategy can encourage the students to learn to use the target language and improve their ability in speaking skills. In conclusion, think-pair-share strategy is a cooperative technique that aims many advantages in improving students' speaking skills.

## CONCEPTUAL FRAMEWORK

Figure 2.1 Figure of Conceptual Framework





## **CHAPTER III**

### **RESEARCH METHODS**

This chapter consists of eight sections including type of the research, research setting, subject of the research, procedures of the research, data collection techniques, research instruments, data analysis techniques, and validity and reliability of the study.

#### **A. Type of the Research**

This research study on using think-pair-share strategy to improve students' speaking skills was categorized as action research which focused on the effort to improve the real condition of the English teaching and learning process. This type of study, according to Kemmis and McTaggart as cited in Burns (2010:7-9), includes four essential phases of planning, acting, observing, and reflecting. The processes of the phases could be drawn as the cycles below.

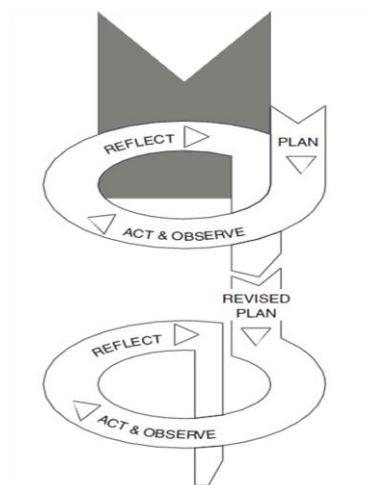


Figure 3.1 Steps of Action Research According to Kemmis and McTaggart in Burns (1999:33)

During the observation, some problems that occurred in the English teaching and learning process regarding the students' low speaking skills were acquired. The research study was in collaboration with the English teacher. According to the figure above, I worked collaboratively with the English teacher to formulate some actions to overcome the problems. While I taught speaking to the students, the teacher observed the activities in the class. After that, the actions could be implemented to improve students' speaking skills. In the end of the phase, we evaluated and reflected the result of the actions. Think-pair-share strategy was implemented during the action phase. Those whole steps were conducted in two cycles.

## **B. Research Setting**

This research study was conducted at SMP Negeri 2 Nusawungu which is located on Jl. Pangeran Diponegoro, Karang Pakis, Nusawungu, Cilacap, Central Java. There is a large field used for ceremony events, sports, etc. which is surrounded by the school building. The school building consists of 24 classrooms, a school principal's office, a teacher's room, an administration room, a language laboratory, a science laboratory, a library, a mosque, a canteen, and a computer room. The facilities that can support the english learning process are library and language laboratory.

The research was conducted in SMP Negeri 2 Nusawungu in the academic year of 2013/2014 from February to April. It was conducted based on the schedule of the English teaching and learning process in class VIII A.

The students attended the English class twice a week, on Monday and Wednesday. Each meeting was conducted 2 x 40 minutes.

### **C. Subject of the Research**

The subjects of the research were the students of SMP Negeri 2 Nusawungu, especially class VIII A in the academic year of 2013/2014. Class VIII A consisted of 36 students. The English teacher recommended the class because she thought that this class had problems regarding the students' low speaking skills. The problems came from the students, the teacher, the media used, and the teaching and learning process.

### **D. Procedures of the Research**

Using the model of Kemmis and McTaggart (1988:47), this study consisted of four stages: planning, action, observation, and reflection. They are described as follows.

#### **1. Determining the Thematic Concern – Reconnaissance**

This step was aimed to find out information concerning the teaching and learning process of English speaking in class VIII A. First, I did a classroom observation. The result of the observation described the real teaching and learning activities and problems that could be found regarding to the teaching and learning process in the classroom. Both the teacher and some students who were selected randomly were interviewed to get more detailed information that could not be obtained during observation. Based on the

problems found in the teaching and learning process, an action to overcome those problems was determined.

## **2. The Research Cycles**

### **a. Planning**

Before doing the action in the classroom, the instruments needed and the materials for the teaching and learning in English speaking class were prepared. Lesson plans were designed to implement the action. Finally, I organized the steps in implementing the think-pair-share strategy in speaking class.

### **b. Action and observation**

The action and observation were done at the same time. Both stages could not be done separately because during the action phase, the teacher should observe the students' behavior, interaction, achievement, and improvement as well.

In this stage, the collaborator and I worked collaboratively in implementing the action in the teaching and learning process. While the action was conducted, the teacher observed the application and the effect of the action. The teacher used an observation checklist that I have prepared. The action was conducted until the students showed improvement. In the end, the results of the observation were put on the field note.

### **c. Reflection**

Together with the English teacher, I evaluated all that happened during the implementation of the action. The result of the evaluation would affect the

decision that needed to be taken in the next cycle. The action in the next cycle would be implemented with the consideration of the reflection of the previous cycle. Finally, this stage could be taken into consideration in writing the research report.

### **E. Data Collection Technique**

This research was using the qualitative and quantitative data collection techniques. In order to attain the data, several data collection techniques were used. They are observation, interview, and speaking performance tests.

#### **1. Observation**

Cohen, Manion, Morrison (2000:305) state that observation allows the researcher to gather live data from the live situation. By doing the observation, the researcher had the opportunity to know the situation that happened in the action phase. During the teaching and learning process, there were several aspects being observed such as how the teacher taught the students to speak, students' behavior, students' interaction during the speaking activity, students' involvement in the teaching and learning process, teacher's response to the students' performance, and the media and learning materials being used.

The purpose of this technique was to get information about teaching and learning activities. The results were used to identify the problems, which came from the students, the teacher, the media, and the teaching and learning process, in the reconnaissance stage (before the action) which determined the action that could be implemented in the planning stage. While in the action

and observation stage (during the action), the results were used to describe the students' and the teacher's behavior, and the problems that occurred in the classroom during the implementation of the action. The results of the observation were described in the form of field notes.

## 2. Interview

The type of the interview used in this research was guided or semi-structure interviews. I developed some specific questions but allowed some flexibility according to how the interviewees responded the questions. The teacher and the students were interviewed before and after the teaching process. This technique was used to discover the response of teacher and students about the teaching and learning process. The interview was recorded and the results were written out in the form of interview transcript.

## 3. Speaking Tests

The speaking tests were in the form of performance tests. The student chose a theme that was decided by the researcher before. The students were given time to perform up to five minutes for each student. There were two performance tests used in this research, pre-test and post-test. The pre-test were administered before the action, in the reconnaissance stage. Upon completion of the action, the post-test was administered. These tests helped me to find out students' speaking skills before and after the implementation of the action. The result would show the improvement of students' speaking skills.

## **F. Research Instruments**

### **1. Observation Checklist**

Observation checklist was used as a guide to gather information in the teaching and learning process when the action was conducted. It contained some aspects about the teaching and learning process of English with several indicators of each aspect. The data gathered were recorded every time through description in the form of field notes.

### **2. Interview guideline**

The semi-structure interview provides much greater flexibility for the researcher and the interviewee because it had more flexibility in asking questions. The interview guideline was used as a guide to provide the underlying focus for the interview. The questions were designed to find out the teacher's and students' perception toward the teaching and learning process. The results of the interview were transcribed into interview transcript.

### **3. Questionnaires**

Questionnaires were used to gain information that might not be able to be gathered from observation and interview. The questions in the questionnaires were related to students' interest and motivation of learning English, student's problems of classroom English, and the teaching and learning activities of English speaking.

### **4. Speaking Rubric**

In order to gain the valid data on the students' speaking performance, I used speaking rubric. The rubric of the students' speaking performance was

used to get the information about the students' speaking skills before and after the implementation of think-pair-share strategy. The speaking rubric used to measure students' speaking skill is presented in the table.

<b>Indicators</b>	<b>Score</b>		
	<b>3</b>	<b>2</b>	<b>1</b>
<b>Fluency</b>	Has a generally smooth flow, with self correction and little hesitation.	Speaks slowly, using hesitant or halting speech.	Makes no attempt or shows constant hesitation.
<b>Comprehension</b>	Show ability to understand the target language when spoken at somewhat normal rate of speed, with only one repetition or rephrasing, if necessary.	Can understand the the target language when spoken at somewhat normal rate of speed, with more that one repetition or rephrasing.	Does not seem to understand the target language.
<b>Vocabulary</b>	Uses excellent vocabulary with relative ease. Demonstrates an increasing knowlegde of words of expresssions.	Uses vocabulary that is just adequate to respond. No attempts is made to use a variety of expressions. Generally understood but limited to the very basic.	Makes no attempt or response is totally irrelevant or inappropriate.
<b>Pronunciation</b>	Can be understood in the target language, but may make few or minor errors. Makes an effort to sound 'native', i.e., uses target language speech patterns, intonation, and rules.	Can be understood in the target language, but may make one or two major errors and/or has some interference from English language speech sound, patterns, and rules.	Makes major errors and/or uses English pronunciation rules to speak in the target language.
<b>Grammar</b>	Demonstrates good use of grammatical structures. Makes no grammatical errors, or a few minor grammatical errors that do not interfere with communication.	Uses a range of grammatical errors, or a few minor grammatical errors that do not interfere with communication.	Makes many grammatical errors that negativically effect the communication.

Table 3.1 Languages other than English (LOTE) Checkpoint C Resource  
Guide New York State Department of Education (2012:101-114)



## 5. Camera and Recorder

To collect the data, camera and recorder were used to record the teaching and learning activities, the interview, and the speaking performance tests.

## **G. Data Analysis Techniques**

To analyze the qualitative data, I referred to the stages of data analysis suggested by Burns (1999:157-160). They are assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes.

The first step was assembling the data. I collected the data from interview and observation in the form of field notes and interview transcript. The second step was coding the data. In this step I reduced the large amount of data to the more manageable categories. The third step was comparing the data. In this step, comparisons could be made to see whether themes or patterns were repeated or developed across different data gathering techniques. The fourth step was building interpretations. The purpose was to make sense of the data by letting the researcher analyze the data several times to pose questions, rethink the connections and develop explanations of the bigger picture underpinning the research. The last step was reporting the outcomes. In this step, I described the context of the research, outlining the finding and providing data samples, interpreting how the finding relate to the context and suggesting how the project has been fed back into practice or could lead to other areas for research.

On the contrary, the quantitative data of the research was obtained from the speaking performance tests conducted. Descriptive analysis was used to analyze the quantitative data. It provided the summaries of students' improvement after the implementation of the action. They were used as supporting qualitative data. In this research a pre-test and a post-test were administered to see the improvement of students' speaking skills.

## **H. Validity and Reliability of the Research Study**

Validity and reliability were used to ensure the quality of the research. Creswell (2008:169) proposes that validity refers to the meaningfulness, appropriateness of an instrument that enables the researcher draw a correct conclusion from the sample she is studying while reliability refers to the consistency of scores from an instrument even when researcher administers the instrument multiple times at different times.

To enhance the trustworthiness of the research, two criteria of validity proposed by Anderson, Herr, and Nihlen as cited in Burns (1999) were used in this research study. According to Anderson et al. in Burns (1999:161-62), the criteria of validity are democratic validity and dialogic validity.

### **1. Democratic validity**

This criterion relates to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices. Key questions include: are all parties who have a stake in the research (teachers, students)

able to offer perspectives? Do solutions benefit all stakeholders? Are solutions locally valid, in that they have relevance or applicability to the context?

## 2. Dialogic validity

This criterion parallels the process of peer review which are commonly used in academic research. Typically the value or ‘goodness’ of the research is monitored by peer review for publication in academic journals. Similarly, peer review in action research would mean dialogue with practitioner peers, either through collaborative enquiry or reflective dialogue with critical friends or other practitioner researchers, who can act as ‘devil’s advocates’.

Anderson et al. stress that these criteria are suggestive. They are ‘in flux’ and reflect the emerging status of action research. Nevertheless, they offer alternative concepts of validity for action researchers which may eventually prove to be more effective in terms of the research issues, methods and findings that are considered important to the teaching community.

To ensure the validity of the data, triangulation technique was used. The aim of triangulation is to gather multiple perspectives on the situation being studied (Burns, 1999:163). There are two forms of triangulation used in this collaborative action research, they are: time and triangulation investigator triangulation.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the process of the research study and the findings. There are three sections in this chapter. They are the reconnaissance stage, the report of the implementation of the actions, general findings and discussion. The research was conducted in two cycles. The first and the second cycle were conducted in three meetings each.

#### **A. Reconnaissance**

To determine the problem in the field, observation and interview were conducted. First, to find information concerning the teaching and learning process of English speaking in grade VIII at SMP Negeri 2 Nusawungu, the English teacher was interviewed. This action was taken to decide the most suitable class to conduct the research. Second, the observation was done in the chosen class. Third, the English teacher was interviewed to confirm the data gained from the observation.

To support the result of the classroom observation and interviews, a pre-test was also conducted in order to gain the students' speaking scores on each aspect of speaking, fluency, accuracy, pronunciation, and vocabulary, to get a clearer description of the students' speaking skills. The results showed that their speaking proficiency was still low from the pre-test, only few students did the performances well.

In the pre-test, some students copied their friends' works. During performances, most students relied on their notes. In fact, they did not perform a monologue but read aloud a monologue. In addition, some of the students were hesitant to speak as they were afraid of making mistakes. From the performances, it could be seen that they had very limited vocabulary mastery. Besides, most of the utterances were grammatically incorrect. Furthermore, their pronunciation was hard to be understood.

### **1. Identification of the field problem**

The findings of the problem were based on the result of observation and interview. The observation was done on Tuesday, 27 January 2014 at 10.50 a.m. in class VIII. The situation on the teaching and learning process of English class could be seen from the vignette below.

... The teacher asked questions to the students in English. Almost all of them kept silent. Few were having discussion with their partner. One or two students answered the questions but grammatically wrong and their pronunciation was hard to be understood. ...

Fn. 01/1 February 2014/10.00 a.m./Classroom of VIII A

From the field note above, it could be assumed that there were some problems in the teaching and learning process. First, most of the students were hesitant to speak up their mind. They did not have much vocabulary as they spoke in a very simple way. Furthermore, their utterances were grammatically wrong. Besides, their pronunciation was hard to understand.

After conducting the observation, I interviewed the English teacher and some students regarding the English teaching and learning process in

class VIII A. the quotation from the interview could be seen from the following transcript.

**R: What are the students' difficulties in speaking English if I may know?**

T: They had low confidence and very shy. They were afraid of making mistakes during speaking class although I never scold them. It is hard to make them speak. I should use Bahasa Indonesia to make them understand my instructions. The biggest problem in speaking class is the students are very passive. They won't participate in teaching and learning process if we learn speaking skills.

IT.01 /Before the implementation/Teacher/Appendix B

From the transcript, there were several problems in students' low speaking skills. During classes, students were afraid of making mistakes when they spoke in English. They were lacked confidence and unmotivated in learning English. They were also unfamiliar with English classroom.

In order to get additional reconnaissance data, I interviewed some students of VIII A of SMP Negeri 2 Nusawungu. The following were some quotations of the interview transcript with those students that show their opinion toward English speaking class.

**R: Do you like speaking in English? What do you think about it?**

S: No, I am not. I don't know what to say. My vocabulary is very limited. I am fine with reading but not speaking and other skills.

S: I don't like speaking class. I like English, but not speaking. I have no confidence in speaking at all. Besides, the teacher only uses LKS and textbook. It is not interesting.

IT.02/ Before the implementation/Students/Appendix B

Based on the interview transcript above, it could be seen that every student had different level concerning their knowledge of English. It was because the students went through different English teaching and learning process in the previous class or even in their primary school. During classes, students were afraid of making mistakes when they spoke in English, because

they did not have enough time to practice. What made it worse was they had low motivation and confidence. Besides, the teacher taught English mostly by using textbooks or *LKS*. Yet, it made the students became passive during the lesson since they usually learnt from books. They looked a little bit flustered during the speaking class.

In the identification step, a pre-test was conducted to measure students' speaking skills. The pre-test was done on Tuesday, February 25, 2014 at 10.50-12.10 am. At that time, I explained the topic that they would perform and the language functions being used briefly. It would help the students to prepare their performance. Together with the collaborator, I gave score referring to the speaking rubric I had prepared in order to check the reliability and fulfill the democratic validity of the research.

<b>Indicators</b>	<b>Mean score</b>
Fluency	1.64
Comprehension	1.9
Grammar	1.58
Vocabulary	1.74
Pronunciation	1.68

Table 4.1: Students' Pre-Test Mean Score

## **2. Determining the Research Problems**

From the vignette above, problems could be identified during the teaching and learning process of speaking in class VIII A. They felt shy and spoke hesitantly when the teacher asked them the questions. The interaction between the teacher and the students in English did not work well. There were

just few students who brave to ask questions when they found difficulties, while the rest just listened in silence. The interview was conducted after the observation. Based on the observation and the interview, there were some problems related to the students' speaking ability. Those problems could be seen from the table below.

No.	Field Problems	Code
1	Students were passive and silent in English class.	S
2	Students had low confidence and motivation in speaking.	S
3	Students were afraid of making mistakes in speaking.	S
4	Only view students understand the teacher's explanation in English.	S
5	Students had difficulty to put their ideas into words.	S
6	Students had difficulty in pronunciation.	S
7	Students had difficulty in with grammar.	S
8	Students were lacked vocabulary.	S
9	Students used Javanese and Bahasa Indonesia during English classes.	S
10	Teacher was dominant in the teaching and learning process.	T
11	Teacher did not give much opportunity for the students to speak.	T
12	Teacher only used LKS and textbook as learning sources.	M
13	There is no media used in the speaking class.	M
14	The class did not have any LCD projector.	M
15	The classroom activities were focused on repeating after the teacher, memorizing a dialogue, or responding to drills.	TLP
16	The teaching and learning process rarely included speaking activity.	TLP
17	The teaching and learning process was monotonous and lacked fun activities.	TLP

S : students

M : media

T : teacher

TLP : teaching and learning process

Table 4.2 Field Problems of the English Teaching and Learning Process of Speaking in Class VIII A of SMP Negeri 2 Nusawungu.

This research aimed at improving the students' speaking skills by using think-pair-share strategy. Therefore, the field problems were decided



based on the urgency and feasibility to be solved. By having a discussion with the collaborator, the problems needed to be solved were selected considering what was needed by the students based on the data from classroom observation, pre-test, interview with some students and the English teacher, and what was feasible to overcome.

According to the selected problems above, the problems were come from several factors; they are the students, the teacher, the media, and the teaching and learning process. During class, students had difficulties in expressing their ideas and opinions in English orally as they were afraid of making mistakes. As observed, the teacher dominated the whole session of the lesson as she talked to the students. There were no media used by the English teacher during the classes. The classroom activities, like in traditional method, were focused on repeating after the teacher, memorizing a dialogue, or responding to drills.

### **3. Determining the Actions to Solve the Selected Problems**

From the problem listed before, it could be concluded that the students needed activities with appropriate technique to improve their speaking skills. The processes of determining the solvable problems and planning the actions to overcome the problems were considered valid as they fulfilled the concept of democratic validity in which I worked together with the English teacher as the collaborator.

There were some actions that were planned as the result of the discussion with the collaborator. The relationship between the problems and actions are presented below.

No.	Field Problems	Actions
1	Students were passive and silent in English class.	Using the classroom English during the teaching and learning process Applying the think-pair-share strategy
2	Students were afraid of making mistakes in speaking.	Using the classroom English during the teaching and learning process Applying the think-pair-share strategy
3	Students had difficulty in pronunciation, grammar, and were lacked vocabulary	Using the classroom English during the teaching and learning process Applying the think-pair-share strategy Giving feedback to students' performances
4	Students had low confidence and motivation in speaking.	Applying the think-pair-share strategy Giving feedback to students' performances
5	Teacher did not give much opportunity for the students to speak.	Using the classroom English during the teaching and learning process Applying the think-pair-share strategy
6	Teacher only used LKS and textbook as learning sources.	Giving handouts of today's materials as a brief guideline
7	The teaching and learning process was monotonous and lacked fun activities.	Applying the think-pair-share strategy Giving handouts of today's materials as a brief guideline

Table 4.3 The Relationship between the Field Problems and Actions

The process of determining the solvable problems and planning the actions to overcome the problems were considered valid as they fulfilled the concept of democratic validity in which I and the English teacher worked collaboratively. In this process, the English teacher and the students' voices about opinion, feeling, expectation related to the teaching and learning process

of English were also accommodated. Besides, some preparations were also made in order to succeed the implementation of the actions. They are:

1. Developing the research instruments
2. Selecting the suitable materials
3. Deciding the learning activities
4. Developing the course grid and lesson plan
5. Developing learning materials and handouts

## **B. Research Processes**

The actions of this research were held up to the second cycle. Each cycle consist of the same steps starting from planning, action and observation, and reflection. The explanation of the cycle 1 and cycle 2 were presented below.

### **1. Report of cycle 1**

#### **a. Planning**

In the cycle 1, it was planned that there would be three meetings to fulfill the target of improvement of students' speaking skills. Considering the problems identified above, some efforts were planned to solve those problems and to improve students' speaking skills through think-pair-share strategy. According to the discussion with the collaborator, the action plans of the cycle 1 were presented as follows.

- 1) Using the classroom English during the teaching and learning process

During the actions, I would become the English teacher, while the original teacher of class VIII A acted as the collaborator. To encourage and

make the students felt comfortable with English words, classroom English would be used. English was planned to be used as some functions such as to exchange greeting in the beginning and the end of the class, to explain the materials, to give instructions of the activities, to respond the students' questions, to give feedback on students' performance, and to close the lesson.

Based on the interview with some students, they did not fully understand the teacher's explanation when she explained the materials in English. Hence, the students chose to ask their classmates who considered smarter than them rather than asked the teacher immediately. That was why I planned to use English and Bahasa Indonesia interchangeably, especially on the main activity.

**R: What about you? Do have any difficulties in English class?**

S4: of course, I do. For me, if I don't understand the teacher's explanation, I would ask my friend about the instruction. She is smarter than me. My biggest problem in learning English is that I have low confidence. I am afraid if I made mistakes my friends would laugh at me. So, I keep quit and silent during class. I hope that the teacher would never ask me any questions.

IT.02/Before the implementation/Students/Appendix B

2) Giving handouts of today's materials as a brief guideline

Handouts would help the students understood the tasks better. The important materials were printed on the handout, so that the students could spare their time on writing to other tasks and paid more attention to my explanation. The handouts for each meeting was different, depend on the topic discussed.

3) Applying the think-pair-share strategy

In think- pair-share strategy, students were required to work in individually and in groups or pairs. With this technique, the students were expected to be more confident and encouraged to speak in English because they had time to think about their ideas before they could share it to the whole class.

This technique required the students to work individually and in group or pair. To help the students understood the task better, a map word was given. The map word would help the students arranged their ideas in good order. Later, they could discuss it with their partner or group before shared the ideas to the whole class.

#### 4) Giving feedback to students' performances

The feedback would not only focus on pronunciation, but also the other aspects of speaking. The action was expected that the students would be able to express their ideas better and grammatically correct. Besides, showing the positive aspects of their performance instead of showing their failings were also expected to reduce their fear in making mistakes.

#### **b. Action and Observation**

The actions were carried out in three meetings. The schedule of cycle 1 could be seen in the table below.

<b>Day</b>	<b>Date</b>	<b>Materials</b>
Wednesday	26 February 2014	Recount text. Topic: Holiday.
Tuesday	11 March 2014	Generic structures

		Language features
Wednesday	12 March 2014	Recount text

Table 4.5 The Schedule of Cycle 1

The actions were focused on applying think-pair-share strategy which required the students to work in small groups or in pairs. While I taught the students, the collaborator observed the teaching and learning process by using the observation checklist that I had been prepared before. Some pictures were taken to complete the data. All data from cycle 1 were collected from pictures, the interview transcript and classroom observation. Further explanation is provided below.

1) Using the classroom English during the teaching and learning process

Classroom English was used in all meetings in order to encourage and to make the students felt comfortable with English words. English was used as some functions such as to exchange greeting in the beginning and the end of the class, to explain the materials, to give instructions of the activities, to respond the students' questions, and to close the lesson. However, Bahasa Indonesia was still used in some occasions due to students' limitation in understanding spoken English.

According to the interview with some students, they could not clearly understand the teacher's explanation when English was used all the time during classes. During class, it can be seen that the students were hesitant in answering and responding the questions from the teacher. Some of them were

caught for having a conversation with their partner. This interview transcript proved their statements.

**R: Did you understand the teacher explanation when she explained the materials in English?**

S3: I did not fully understand miss. Sometimes I did, but I did not know how to respond in English.

**R: What about you?**

S4: Me too, miss. I did not understand but I felt shy to ask to the teacher. That is why I asked my friend instead.

IT.04/After the implementation/Students/Appendix B

From the Interview transcript above, it could be seen that they still had problem in classroom English. But, they did want to use it to improve their qualities in speaking. It shows from the result of the questionnaire below.

I want to use classroom English during the teaching and learning process.	Strongly agree	22.2%
	Agree	63.9%
	Disagree	13.9 %
	Strongly Disagree	0 %
Classroom English helped me in developing my confidence when I speak in English.	Strongly agree	27.8 %
	Agree	66.7 %
	Disagree	5.6 %
	Strongly Disagree	0 %
Questionnaire Analysis/Appendix C		

From students' choices, most of them agreed that they liked to use classroom English in the teaching and learning process.

## 2) Giving handouts of today's materials as a brief guideline

Handouts were distributed in every meeting in cycle 1. The explanation of materials was printed on the handouts. The handouts would be distributed in every meeting when the students learnt new material. The handouts from meeting to meeting consisted of different materials but related to one another. That was why students should always bring their handouts even if the materials was moved on because sometimes the teacher asked them

about the previous materials in order to prepare their readiness to the new materials. The handouts helped the students to enrich the knowledge.

The following was the result of the questionnaire answered by the students which described the students' opinion toward the use of handouts during teaching and learning process.

The handouts given in every meeting helped me understand the materials better.	Strongly agree	22.2%
	Agree	69.4%
	Disagree	8.3 %
	Strongly Disagree	0 %
The content of handouts given by the teacher is interesting.	Strongly agree	13.9 %
	Agree	83.3 %
	Disagree	2.8 %
	Strongly Disagree	0 %
Questionnaire Analysis/Appendix C		

### 3) Applying the think-pair-share strategy

The action applied to solve the problems of students' speaking skills in SMP Negeri 2 Nusawungu was think-pair-share strategy. This technique required the students to work individually and in groups or pairs. To help the students understood the task clearly, a map word was given. They could discuss it with their partner or group before shared the ideas to the whole class.

#### a) Day 1

On the first day, the materials was about the recount text with topic my holiday. To recall their memories about the topic given, I asked the students several question such as how they spent their weekend, what did they do during holiday, where they usually go in holiday, etc. The students answered the questions in Bahasa Indonesia mixed with English sometimes.



After that, the handouts which contained materials about recount text were distributed. Firstly, I asked them to look at and to skim the text on the handout individually. At that time, I also asked them to write some unfamiliar words from the text.

When they finished their reading, together we discussed the content of the text and I asked about their difficulties in comprehending the text. They found some unfamiliar words. Some of them who brought dictionary help the other to find the meaning of those difficult words. Sometimes, I was the one who guided them to find the answer, but in indirect way. I gave another example of the use of those words, or used gesture and body language to make them understand.

He asked me a question, “Miss, what is the meaning of drove? “. I answered them by using gesture of someone driving a car. They guessed it right, “Mengemudi miss.”

Fn. 03/26 February 2014/06.45 a.m./Classroom of VIII A/Appendix A

After they got the explanation, I asked some questions related to the text given. They could discuss the answer in pairs. Some students raised their hand and answered it. Sometimes, they had difficulties in expressing their answer in good sentences, with good grammar and pronunciation. But, they did want to try. Some of them used Indonesian English with wrong pronunciation and grammatically incorrect. Some others were kept silent and avoided eye contact with me. Few were still having discussion with their peers. This condition could be captured on the following extract.

**R: What did you do when you find difficulties in understanding the material given?**

S1: I am afraid to ask to the teacher, so I keep silent. I looked around, checking what my friends were doing.

S4: For me, I asked my friend or when the teacher was doing classroom monitoring, I asked her.

IT.04/After the implementation/Students/Appendix B

After they answered the questions, their answers were collected and then we discussed the best answer for the each question. The feedback about pronunciation and grammar was given immediately after we discussed the answer. The students fixed their mistakes by making notes on their handouts. So, they would never forget it.

To lead them to materials for the next meeting I explained a little about the function of recount text. In the end of the meeting I asked them to read the materials about the function, generic structures, and language features of recount text that I would explain in the next meeting.

#### b) Day 2

On the second meeting, we continued the materials about recount text. In this time, I explained about the function, generic structures, and language features of recount text.

Before we moved to the new materials, I reviewed the materials from the last meeting. Next, I explained about the function, generic structures, and language features of recount text in detail. I gave them opportunity to understand and write important information that had not been written on handouts. They were also given opportunities to ask questions if they were not fully understand my explanation.

Then, I provided a new example of recount text I had been prepared before. After that, the students were divided into group of four to understand the text given. Together, they found the idea of the text and looked for the meaning of the difficult words so they could comprehend the text correctly. They tried to pronounce the words in correct pronunciation. In the group, they changed turn to check what they got.

From that example, students had opportunity to speak loudly even just in a small group. It would give the students courage and comfort to speak in English. From that activity, teacher led them to increase their ability to the sentence level by having small group activity. They were driven to collect as much as possible ideas regarding the topic given. They took turn to tell their experience using some words from the example text. While one student had their story, other students paid attention and then gave their responses. This activity could be captured from this field note.

<p>In a group of four, students took turn to share their experiences. Most of them had the same stories. I tried to give input and ideas to their discussion.</p>
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<p>Fn.04/11 March 2014/10.30 a.m./Classroom of VIII A/Appendix A</p>
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As seen from the note above, the students could not open their mind widely, exposed their creativities, and dared to be different. I should push them to maximize their ability to produce a good story.

The collaborator observed the class by using the observation checklist that had been prepared. The aspects being observed were the class activities, students' behavior, teacher's involvement, students' understanding, students'

improvement and achievement, problems that grew during the implementation of the actions, and the overall preview of the lesson.

c) Day 3

On the last day of cycle 1, we continued with the material about recount text. In this time, they had to arrange their ideas in good order so it could be understood. I asked them to share their ideas to the class. Most of the students still found it difficult. They were hesitant with their utterances. Many English words were pronounced wrongly.

Most of the students still found it difficult. They were hesitant with their utterances. Many English words were pronounced wrongly.

Fn. 05/12 March 2014/07.00 a.m./Classroom of VIII A/Appendix A

At the end of their performances, I gave feedback concerning their pronunciation, vocabulary, fluency, and their confidence. I motivated them to keep try and learn if they want to improve their speaking skills. Most of them felt that this activity helped them built their confidence since they practiced to speak, not just listening to the teacher.

**R: First, what do you think about today's activities?**

S4: It was fun. I think I am not that shy anymore. I used to feel really nervous when I performed. It feels like everybody's watching me. But now, I am a little bit more confidence.

S3: Yes miss. I like today's activities. It was not boring at all.

IT.04/After the implementation/Students/Appendix B

4) Giving feedback to students' performances

Feedback was given in two ways, during and after the students made mistakes and errors, depend on the necessity and urgency. When the mistakes were fatal enough, the feedback was given immediately. But, when the students just made a slice mistakes, I waited until they finished their tasks or

performances. Feedback was implemented using several ways such as in the form of comment, grades, or marks on students' record sheet.

Later I asked the class, "Which one is correct, my mother's house or my mother house?" There were only few students who were sure about their answer. So, I reviewed the material about pronoun briefly because they would use that much when they performed a monologue.

Fn.04/11 March 2014/10.30 a.m./Classroom of VIII A/Appendix A

Sometimes, the students made mistakes in pronunciation. I did correction after they finished their performances because it might distract them if I have it in the middle of their performances.

"What is the pronunciation of this word?" I wrote a word 'yesterday' in the white board. Most of the students answered, "/yesterdei/ miss." Okay good, Naufal, don't forget about this one. You pronounced it wrongly. It is /'jestədeɪ/ not /'jestədaɪ/. Do you get it?"

Fn. 03/26 February 2014/06.45 – 08.40 a.m./Classroom of VIII A

By giving feedback on students' performances, it would improve their confidence in speaking. Hence, students would improve their English as they had known which one was wrong and which was correct.

### c. Reflection

After conducting the actions on cycle 1, the collaborator and I discussed the teaching and learning process to make some reflections to fulfill the democratic and dialogic validity as stated previously on the third chapter. The discussion was based on the result of interview and classroom observation. In order to evaluate the actions, the following were the results of the reflection.

- 1) Using the classroom English during the teaching and learning process

Classroom English was applied regularly during the cycle 1. Generally, it was successful in improving the students' speaking skills. It was used in the opening, main, and closing activities. The use of classroom English encouraged the students to speak in English since they got more opportunities to practice their speaking during teaching and learning process. Moreover, the implementation of classroom English was beneficial because it drove the students to be more familiar with English. It was shown by their ability in responded to my questions, when I asked questions in English, they were answered in English too. They could understand and respond my questions appropriately.

I asked some questions related to the text given. They could discuss the answer in pairs. Some students raised their hand and answered it in English.

Fn. 03/26 February 2014/06.45 a.m./Classroom of VIII A/Appendix A

In the first meeting, some students were still hesitant and shy. They did not know how to respond my greeting in English since they were unfamiliar with classroom English. However, the problem was fixed in the next meeting. As a result, they were doing well in the next meeting. It can be seen from the following extract.

I said, "Good morning class. How are you today?" All students replied, "I am fine, thank you, and you?" loudly.

Fn. 03/26 February 2014/06.45 a.m./Classroom of VIII A/Appendix A

But, there were still some failings in certain activities. In the main activities, English was mostly mixed with Bahasa Indonesia. When I explained the materials in English, some students did not respond properly. They acted as they understood the materials but when I asked them questions,

they were unsure about their own answer. Students found difficulties, usually in their pronunciation and choice of word, but wanted to learn and improved their abilities. The biggest trouble appeared in using classroom English was the students tended to laugh at others' mistakes. When a student spoke in English with Javanese dialect or made mistakes with his/her pronunciation, other students made a fool of him/her.

**R: Do you find any difficulties during English speaking class, besides being shy?**

S2: Yes miss. I really want to participate in the class activities. But, I often did not know what to say. I did not know the pronunciation of the English words I wanted to say.

S3: So do I miss. I am afraid if my friends will laugh at me when I make mistakes. My grammar is awful. So I'd rather stay silent.

IT.04/After the implementation/Students/Appendix B

When the students made fun of others' performances, I calmed them down and gave explanation that those who wanted to be success, should not afraid of making mistakes and always wanted to improve what they were capable of. Later, they did not mock at others' failure but also took part in giving feedback.

## 2) Giving handouts of today's materials as a brief guideline

Before teacher explained the materials, handouts were handed to the students. It helped the class activities ran smoothly. The students had more time to practice their speaking because they did not have to write all materials given. Handouts were supposed to be brought in every English class. But, some students forgot to bring it and thought that it was only used once in a meeting. So, the teacher should remind them all the time.

I asked them whether they brought the handouts from the last meeting or not. Most of them, almost half of the class, forgot to bring it. I told them that at least there was a handout in each desk.

Fn. 05/12 March 2014/07.00 a.m./Classroom of VIII A/Appendix A

The students should always bring their handout because it was beneficial and effective in helping the students learning. It can be seen in the following transcript.

**R: What do you think about the handouts? Does it helpful for your English learning?**

S2: Yes, of course. I usually got materials only from LKS and textbooks. Sometimes, I did not understand the contents because most of the subjects in the textbooks were too hard for me.

IT.04/After the implementation/Students/Appendix B

Based on the interview transcript above, the collaborator and I decided to use this action in the next cycle because it was effective and helpful to enrich students' knowledge.

### 3) Applying the think-pair-share strategy

The application of think-pair-share strategy in the first cycle was not fully succeeded. This technique required the students to work individually and in group or pair. The students were doing great in pair and group work. They were enthusiastic to present their ideas and wanted to show their abilities. But, when it came in individual tasks, most of them still found it difficult.

I found it difficult to speak in front of the class.	Strongly agree	41.7 %
	Agree	58.3 %
	Disagree	6 %
	Strongly Disagree	0 %
I felt that my ideas were not good enough to share to my friends	Strongly agree	16.67 %
	Agree	61.1 %
	Disagree	41.7 %
	Strongly Disagree	8.3 %
Questionnaire Analysis/Appendix C		



From the questionnaire above, most of the students were still had problems in the sharing stage. They were not confident in speaking. I should keep telling them that they did not have to be afraid of making mistakes. Meanwhile, this action considered fun as the students were having time to have discussion. So, they could maximize develop their thinking. It could be captured in this following transcript.

**R: Are you happy on the implementation of TPS strategy on your classroom?**

S2: Yes, I am. We had time to prepare our ideas before sharing it to friends. So, I could check my pronunciation on dictionary first.

S1: Yes, of course. I am happy because I can exchange ideas with my friends. They gave me suggestion while we were having discussion.

IT.04/After the implementation/Students/Appendix B

#### 4) Giving feedback to students' performances

This action was successful in improving not only students' pronunciation but also their fluency. Their understanding about grammar and vocabulary was not good enough. They still made mistakes in it. The feedback were flooded to the whole class and sometimes given privately to the students when did classroom monitoring. This was captured on the following extract

While monitoring class activities, I asked them what story they made. Through question and answer, the students practiced in delivering their ideas. In this way, I could also observe their progress in speaking and gave them correction on the spot if necessary.

Fn. 05/12 March 2014/07.00 a.m./Classroom of VIII A/Appendix A

In addition, feedback did not always given directly at the moment the students made mistakes, as usually done by the teacher before, as that might distract students' concentration during speaking performances and

demotivated them. I tended to write list of mistakes and let them finished the activity first.

I wrote notes while the students were having discussion. I intended to give the feedback later after they finished their discussion.

Fn. 03/26 February 2014/06.45 a.m./Classroom of VIII A/Appendix A

This act was believed to solve the matters related to the students' worries about making mistakes, expressing ideas, as well as grammar, pronunciation, fluency, and vocabulary.

The teacher guides me when I find difficulties.	Strongly agree	38.9 %
	Agree	55.6 %
	Disagree	5.6 %
	Strongly Disagree	0 %
The teacher gives feedback and correction in every meeting.	Strongly agree	16.7%
	Agree	80.6%
	Disagree	2.8 %
	Strongly Disagree	0 %
Questionnaire Analysis/Appendix C		

The collaborator and I wrote some notes in order to check the students' speaking progress and mark their performances' score in the end of the meeting. There were some indicators which were being used during the assessing consisted of fluency, comprehension, grammar, vocabulary, and pronunciation. Thus, the students' mean score in cycle 1 was presented as follows.

Indicators	Mean score
Fluency	2.08
Comprehension	2.14
Grammar	1.78
Vocabulary	2.14
Pronunciation	2.07

Table 4. 6 Students' Mean Score in Cycle 1

## 2. Report of cycle 2

### a. Planning

Same with the cycle 1, in cycle 2 there would be three meetings. In that time students were supposed to improve their speaking skills because in the cycle 1 they were given opportunities to develop their skills through think-pair-share technique.

Based on the discussion with the collaborator, it was determined that cycle 2 still focused on the same problems found in cycle 1. Hence, I decided to apply the same actions and some anew actions with the hope that the teaching and learning process would be more enjoyable and the students would significantly improved. The action plans of cycle 2 can be seen as follows.

No.	Actions	Field Problems
1	Using the classroom English during the teaching and learning process	Students were passive and silent in English class.
2	Giving handouts of today's materials as a brief guideline	The teaching and learning process was monotonous and lacked fun activities. Teacher only used LKS and textbook as learning sources.
3	Applying the think-pair-share strategy	Students had difficulty in pronunciation, grammar, and were lacked vocabulary. Teacher did not give much opportunity for the students to speak.
4	Giving feedback to students' performances	Students were afraid of making mistakes in speaking. Students had low confidence and motivation in speaking.
5	Giving reward to the best performer	Students were afraid of making mistakes in speaking. Students had low confidence and motivation in speaking.

6	Accustoming the students to access dictionary	Students had difficulty in pronunciation, grammar, and were lacked vocabulary
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Table 4.7 The Action Plans of Cycle 2

1) Using the classroom English during the teaching and learning process

During the actions, I would still become the English teacher, while the original teacher acted as the collaborator. To encourage and make the students more aware with English words, classroom English would be used in some functions such as to exchange greeting in the beginning and the end of the class, to explain the materials, to give instructions of the activities, to respond the students' questions, and to close the lesson. Meanwhile, in this cycle I would minimize the translation to Bahasa Indonesia, especially in opening and closing activities.

2) Giving handouts of today's materials as a brief guideline

Handouts would help the students understood the tasks better. The important materials were printed on the handout, so that the students could spare their time on writing to other tasks. Hence, I planned to keep providing handouts until the last meeting to maintain the situation during the teaching and learning process.

3) Applying the think-pair-share strategy

In cycle 1, think-pair-share strategy was not successfully applied to improve students' speaking skills. They still had difficulties in sharing stage. In this cycle, I would focus on that part. I would manage the time better so

that the students had more opportunities to practice their speaking performances.

4) Giving feedback to students' performances

As this action was effective in helping the students to improve their fluency and pronunciation during cycle 1, in this cycle the action was expected be able to solve students difficulties, especially grammar and vocabulary mastery. In addition, showing their achievement of their performances was hoped to keep students' motivation.

5) Giving reward to the best performer

The findings in cycle 1 indicated that students increased their motivation to compete with their friends. In the contrary, they looked anxious and less enthusiastic when they had a lot of homework to do for the other subjects on that day. Hence, I planned to give them reward in the hope that they would increase their motivation to give their best not only in the group activities but also in individual activities.

6) Accustoming the students to access dictionary

In cycle 1, some students were still not aware of the important of dictionary. I kept asking them to bring their dictionary, at least each desk had one of them. It was aimed at minimizing the direct questions asking about difficult words and pronunciation as it made the class uncondusive.

**b. Action and Observation**

The actions were carried out in three meetings. The schedule of cycle 2 could be seen in the table below.

Day	Date	Materials
Tuesday	18 March 2014	Recount text. Topic: my greatest experience
Wednesday	19 March 2014	Recount text. Topic: my greatest experience
Tuesday	25 March 2014	Recount text. Topic: my greatest experience

Table 4.8 The Schedule of Cycle 2

1) Using the classroom English during the teaching and learning process

The use of classroom English was proved as effective in improving students' ability. The classroom English used in all meetings since cycle 1. In cycle 2, the students showed a significant improvement in their English. They would ask the teacher if they did not understand the materials clearly. They were not shy anymore in using English while they discussed their ideas with their peers or groups. During the class, the teacher did classroom observation. From the observation, not all students improved their skills to a great extent, but they did try their best to use English even if they still mixed it with Bahasa Indonesia.

In this cycle, students understood the expressions and instructions that were usually said by the teacher in cycle 1 without any translation.

When students had new materials, I asked them to understand the text by themselves before I gave explanation. I used expression such as, "Please look at your handout. Underline the words that you think difficult. Discuss the meaning with your partner." The students were already understood my

instruction because I also did the same thing in cycle 1. They did my instruction immediately.

Fn.06/18 March 2014/10.30 a.m./ Classroom of VIII A/Appendix A

From the field note above, it can be seen that the students had more time to understand the materials because they got the instruction clear and I did not waste their time with repeated the explanation.

## 2) Giving handouts of today's materials as a brief guideline

Same with the first cycle, handouts were distributed every meeting to help the students being more aware of the topic given. A short explanation of materials was printed on the handout. Students could maximize their time on speaking practice because they did not have to write all the materials given. They just added some information that had not been written in the handouts and paid attention to my explanation. In this time there were only few students who did not bring their handouts.

I asked them, "Do you all bring the handouts from the last meeting?" The class answered loudly, "Yess!!" "Who do not bring the handouts?" Few students raised their hands.

Fn.06/18 March 2014/10.30 a.m./ Classroom of VIII A/Appendix A

## 3) Applying the think-pair-share strategy

Since the biggest problem in strategy was the sharing stage, I would focus on that part but I kept the learning activities ran in according to that strategy as it should be. In this time, I would manage the time better so that the students had more opportunities to practice their speaking performances.

### a) Day 1

On the first day, we still discussed about recount text with different topic. It was "unforgettable memories". The students had to recall their

memories in the past. Since they were already knew the language features and the generic structures of recount text, I did not had to explain it in detail. I just reviewed those materials from cycle 1.

I gave another example of recount text with the new topic. Students were enthusiastic about the topic. They got so many ideas to talk about.

Do you have any great experiences to share?" I asked them. They replied, "I want to tell about my experience during new year.", "I want to tell about my family.", "I want to tell about the study tour last year."

Fn.06/18 March 2014/10.30 a.m./ Classroom of VIII A/Appendix A

First , they should arrange their ideas by making word maps containing their activities, the time, the places, the people involved, etc. after that, they could make sentences with that words.

They checked the pronunciation of some difficult words and tried to pronounce it correctly. Sometimes, they would ask me how to pronounce the words because they did not understand the phonetic symbols.

A student asked me, "Miss, how do I pronounce this word 'brought'?" I answered it and also gave example with the familiar sound, "It pronounced /brɔ :t/. Just like /tɔ :t/ for taught."

Fn.06/18 March 2014/10.30 a.m./ Classroom of VIII A/Appendix A

I guided them to read the phonetic symbol correctly. They repeated the words after me. This activity helped me to be closer to the students. They did not feel shy or anxious to interact with me.

#### b) Day 2

On the second day, I checked students' work on the map words. All students had completed their tasks. They also provided their ideas into sentences.



Next, they should help them to arrange their ideas into text. I did classroom monitoring and sometimes I gave my opinions about their story. When the completed the task, they tried to exchange their story with their partner.

I gave my opinion on their work such as, “Arrange your ideas in time order and try to put adjectives to this noun. It sounded too boring if you said it like that.”

Fn.07/19 March 2014/07.00 a.m./ Classroom of VIII A/Appendix A

In this phase, each student checked others’ pronunciation and expression. They gave feedback before they had to share their experiences in front of the class. They prepared their speaking performances well. Each student tried their best in delivering their experiences. They were allowed to bring their map word to help their performance kept on track.

### c) Day 3

On the last day of cycle 2 students were doing speaking performances. Some students seemed nervous, some were enthusiastic.

Before they made their performance, I asked them about their readiness. “Are you ready to share your experience in front of the class?”  
“Yes miss, buy I am so nervous. I am afraid if I make mistakes during the performance. You would not scold us. Aren’t you?” A student replied.

Fn.08/25 March 2014/10.40 a.m./ Classroom of VIII A/Appendix A

The students did their performance well. Some of them even tried to use body language to express their feeling toward their stories. Some others were maximized class properties to support their ideas. While a student did a performance, others were paid attention. Sometimes, they gave comment to some interesting stories. In the end of the class I gave feedback on their

performances. Then I also motivated them to keep learning and to love English if they wanted to master it.

#### 4) Giving feedback to students' performances

Giving feedback in students' performance was effective to help the students improving their speaking skills. Feedback was always given in every meeting. As this action was effective in helping the students to improve their fluency and pronunciation during cycle 1, in this cycle the action was expected be able to solve students' difficulties, especially grammar and vocabulary mastery.

I gave feedback to the students so they felt more confident to ask any questions. As a result students were not afraid to ask things they did not know. I usually gave feedback which was followed by drilling. It was expected that the students would learnt from their mistakes and minimize the errors. As I gave much feedback, they rarely made the same mistakes.

#### 5) Giving reward to the best performer

In this cycle, reward was given to students based on their achievement. They should be active during teaching and learning activities. They also did their best in their performances. By giving a reward, they were motivated to do their best in group activity or individual activity. If they had difficulties, they asked me directly, so there would be no more mistakes when they were doing performances.

**R: What do you think about giving a reward to the best performer?**

**S:** It is good. By giving a reward, I was motivated to do my best on every task

in the hope that I would be the one who got get that.

IT.06/After/Students/Appendix B

The reward given was stationary such as pen, pencil, book, eraser, and

ruler. Even though it was not much but they were useful for the students.

The reward given to the best performers motivated me to learn more.	Strongly agree	30.6 %
	Agree	69.4 %
	Disagree	0 %
	Strongly Disagree	0 %
	Strongly agree	%
I want to be rewarded because I want to prove to myself that I did my best during the teaching and learning process.	Agree	27.8 %
	Disagree	66.7 %
	Strongly Disagree	0 %
Questionnaire Analysis/Appendix C		

The students did not expect expensive or luxurious gift as their reward.

They just wanted to prove that they did try their best to achieve that. It could be assumed that, by receiving a reward, students felt that their hard work were worth it. They proved that they could beat their lacks and weaknesses.

#### 6) Accustoming the students to access dictionary

The class became conducive since there were no noises from the students who asked the meaning of certain words to me or their friends. But there were still few students who did not have dictionary. I asked them to borrow from the library. The teaching and learning process ran smoothly. By using dictionary, students could use various words in their stories. They could arrange their ideas in better ways.

I bring dictionary to help myself developing my vocabulary mastery.	Strongly agree	13.9 %
	Agree	61.1%
	Disagree	19.4 %
	Strongly Disagree	5.6 %
Dictionary is important if I want to learn English.	Strongly agree	27.8 %
	Agree	63.9 %

	Disagree	8.3 %
	Strongly Disagree	2.8 %
Questionnaire Analysis/Appendix C		

From the questionnaire analysis above, it can be seen that the students did realize that dictionary helped them to improve their vocabulary mastery. They also could use dictionary to check their pronunciation and stress.

### c. Reflection

The collaborator and did the final reflection after all actions had been implemented in three meetings in cycle 2. The problems which happened during cycle 2 were discussed with the collaborator in order to fulfill the democratic validity. The results of the reflection were gained from the observations during the teaching and learning process and the interviews in every cycle. The results are described as follows.

#### 1) Using the classroom English during the teaching and learning process

Classroom English was applied regularly from the cycle 1 to the cycle 2. Students' ability in understanding the materials explained using English had improved. Most students took part on the class activities. They did not feel shy to speak in English as they always did on cycle 1.

**R: Do you think the use of classroom English help you improving your speaking skills?**

S2: Yes, I do. I don't feel shy to speak in English because we practiced it in every meeting.

**R: What about you? Do you feel the same?**

S1: I still feel shy but I think my English is got better from time to time.

IT.06/After/Students/Appendix B

From the questionnaire, it showed that students' speaking skills got better as they familiar with classroom English. This below are the result of questionnaire.

I have a lot of speaking practices in the English class.	Strongly agree	36.1 %
	Agree	58.3 %
	Disagree	5.6 %
	Strongly Disagree	0 %
Speaking practice makes my English better.	Strongly agree	19.4 %
	Agree	77.8 %
	Disagree	2.8 %
	Strongly Disagree	0 %
Questionnaire Analysis/Appendix C		

## 2) Giving handouts of today's materials as a brief guideline

Handouts helped the class activities ran smoothly. The students had extra time to practice their speaking and to pay attention to my explanation instead of wrote what I had explained. In the cycle 2, most of the students did not forget to bring the handouts given in the previous meeting. They realized that it was helpful for them in understanding the materials explained in that day because the materials were still related one another.

<b>R:</b>	<b>Do you usually bring the handouts from the first meeting?</b>
S1:	Yes miss, in the cycle 1 my partner forgot to bring it and I should share mine, it was kind of annoying. I could not use it as I wanted.
<b>R:</b>	<b>And you? Did you bring your handouts?</b>
S3:	Last meeting, I did not bring my handouts. I had to write all the explanation again because I had not memorized the materials from the last meeting.
IT.06/After/Students/Appendix B	

## 3) Applying the think-pair-share strategy

In cycle 2, think-pair-share strategy was implemented in all meetings. In the previous cycle, it did not successfully improve students' speaking skills. But in this cycle, the application of think-pair-share strategy was succeeded.

In this cycle, the students could maximize their time effectively. They finished the tasks given on time.

Students were given time about 15 minutes to finish their task on arranging their ideas into a great order. After that, I checked their works to make sure they did not make any mistakes.

Fn.08/25 March 2014/10.40 a.m./ Classroom of VIII A/Appendix A

The students were doing great in completing their tasks. They were creative enough about their story they had made.

**R: What do you think about today's activities?**

S4: It was fun. I enjoy the learning atmosphere. Now, we got more time to practice our speaking skills. We've learn about the generic structure and language features of recount text. Now I think finally got your explanation. I feel excited on performance task, fell challenged.

**R: Are you happy on the implementation of TPS technique on your classroom?**

S2: Yes miss. We've got better in understanding recount text. So, we have more time to arrange our ideas and check the pronunciation and grammar.

**R: What about you?**

S1: Me too miss. In group discussion, I heard a lot of fun stories from my friends. We were laughed. I am so happy. This learning activity did not seem I learnt at all. Our English were still messed up but I enjoy it very much.

IT.06/After/Students/Appendix B

From the transcript above, the students did not have any problems in implementation of think-pair-share strategy. This strategy was proved as effective on improving students' speaking skills.

I enjoy the activities using think-pair-share strategy.	Strongly agree	30.6 %
	Agree	58.3 %
	Disagree	8.3 %
	Strongly Disagree	2.8 %
I have more confidence to perform in front of the class because of think-pair-share strategy.	Strongly agree	33.3 %
	Agree	63.9 %
	Disagree	2.8 %
	Strongly Disagree	0 %
I got a lot of benefits and fun with think-pair-share strategy.	Strongly agree	44.4 %
	Agree	55.6 %
	Disagree	0 %

	Strongly Disagree	0 %
Questionnaire Analysis/Appendix C		

From the result of the questionnaire, more than ...% of the students agreed they enjoyed the activities using think-pair-share strategy because this technique had a lot of benefits. It increased students' confidence in speaking.

#### 4) Giving feedback to students' performances

This action was successful in improving not only students' pronunciation and fluency but also grammar and vocabulary as well. The feedback was floored in the same way as in cycle 1. I gave it directly if it was urgent. Sometimes, I gave it after students finished their performances.

<b>R:</b>	<b>Now, are you confident enough to communicate using English?</b>
<b>S2:</b>	As for me miss, I do not feel shy in expressing my ideas because the teacher would give me correction if I made mistakes. My friends also help me correcting my works.
IT.06/After/Students/Appendix B	

Giving feedback to students' performances considered helpful to make the students became more confident in their performance. They did not felt afraid of making mistakes because the teacher would help them.

#### 5) Giving reward to the best performer

By giving a reward, students were motivated to do their best in group activity or individual activity. It increased students' passion and enthusiasm as well.

Students were doing their best in group and individual activities since I would give them reward. They were enthusiastic about the tasks given.
Fn.07/19 March 2014/07.00 a.m./ Classroom of VIII A/Appendix A

In order to make a good performance, they asked me a lot, especially in choice of words. I suggested them to use adjectives in their sentence so that would sound more interesting and not boring.

#### 6) Accustoming the students to access dictionary

By bringing dictionary, students showed a lot of improvement in vocabulary mastery and pronunciation. Usually, they would asked me about meaning, pronunciation, grammar, etc. but after they brought dictionary, they learnt by themselves. They just asked me when they could not find the information they were looked for on the dictionary.

A student asked me the name of the rides in playground. I told them that if it was a name of a thing or place, it was okay to use it as the way it was. They did not have to translate it to English words.

Fn.07/19 March 2014/07.00 a.m./ Classroom of VIII A/Appendix A

They still had problem in reading the phonetic symbols. I should walk around the class to monitor their learning. The influence of their mother tongue was hard to deal with. They did understand the pronunciation, but their dialect was shown noticeably. But, as long as their English were understandable, it was not a matter.

The collaborator and I wrote some notes in order to check the students' speaking progress and mark their performances' score in the end of the meeting. There were some indicators which were being used during the assessing consisted of fluency, comprehension, grammar, vocabulary, and pronunciation. Thus, the students' mean score in cycle 2 was presented as follows.



Indicators	Mean score
Fluency	2.5
Comprehension	2.64
Grammar	2.09
Vocabulary	2.29
Pronunciation	2.31

Table 4.9 Students' Mean Score in Cycle 2

From the table above, it could be seen that students' score in cycle 2 were mostly higher than 2 out of 3 in all aspects. It indicated that the students showed good achievement on their speaking skills. There were improvements in all speaking aspects from cycle 1 to cycle 2. Even though it was not a drastic progress, but it was way better than their pre-test performance. The students kept making progress. The improvement from cycle 1 to cycle 2 could be seen in this following chart.

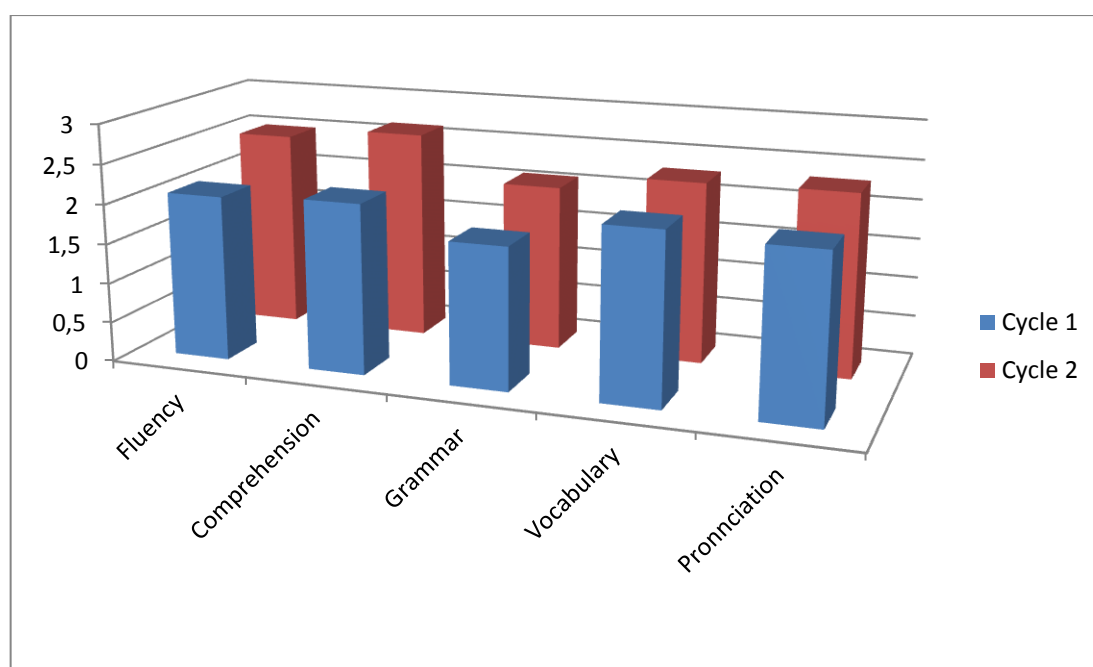


Chart 4.1 Students' Improvements from Cycle 1 to Cycle 2

### C. Research Findings and Discussion

The research study was began on January 2014 and ended on March 2014. It was aimed to improve students' speaking skills of the eighth grade students of SMP Negeri 2 Nusawungu through think-pair-share strategy. All of the actions had been conducted in 2 cycles. Based on the result of the actions in cycle 1 and cycle 2, the research team agreed to discontinue the research up to this cycle. The implementation of think-pair-share strategy in teaching and learning process was successfully accomplished. The objective of the research also had been achieved.

The research findings would be interfered from the qualitative and quantitative data gathered during the research. The qualitative data were collected from the observation in the teaching and learning process and interview with the English teacher and students, while the quantitative data were derived from the pre-test and post-test scores and the result of questionnaire given at the end of each cycle. Regarding to the implementation of those two cycles, I presented the following table as the result of the two cycles.

No.	Actions	Cycle 1	Cycle 2
1	Using the classroom English during the teaching and learning process	Some students were still hesitant and shy. They did not know how to respond properly since they were unfamiliar with classroom English. English was mostly mixed with Bahasa	Students' ability in understanding the materials explained using English had improved. Most students took part on the class activities. They did not feel shy to speak in English as they

		Indonesia.	always did on cycle 1.
2	Giving handouts of today's materials as a brief guideline	Handouts were supposed to be brought in English class. But, some students forgot to bring it and thought that it was only used once in a meeting. The students should always bring their handout because it was beneficial and effective in helping the students learning.	In the cycle 2, most of the students did not forget to bring the handouts given in the previous meeting. They realized that it was helpful for them in understanding the materials explained in that day because the materials were still related one another.
3	Applying the think-pair-share strategy	The application of think-pair-share strategy in the first cycle was not fully succeeded. When it came to individual tasks, most of them still found it difficult. Students were still had problems in the sharing stage. They were not confident in speaking in front of the class yet.	The application of think-pair-share strategy was succeeded. The students were doing great in individual and group activities. The students did not have any problems in all stages in think-pair-share strategy. This strategy was proved as effective on improving students' speaking skills.
4	Giving feedback to students' performances	This action was successful in improving not only students' pronunciation but also their fluency. Their understanding about grammar and vocabulary was not good enough. They still made mistakes in it.	This action was successful in improving not only students' pronunciation and fluency but also grammar and vocabulary as well. Giving feedback to students' performances considered helpful to make the students became more confident in their performance. They did not felt afraid of making mistakes because the teacher would help them.
5	Giving reward to the best performer		By giving a reward, students were motivated to do their best in group

			or individual activities. It increased students' passion and enthusiasm as well.
6	Accustoming the students to access dictionary		By bringing dictionary, students showed a lot of improvement in vocabulary mastery and pronunciation.

Table 4.10 The Result after the Implementation of the Actions in Improving Students' Speaking Skills.

Furthermore, the improvement of the teaching and learning process of speaking actually also affected the improvement of students' speaking performances. To avoid the subjectivity in scoring the students' performances, the research study applied investigator triangulation. The scoring activities were done by me and the English teacher. The summary of the result of the pre-test and post-test is presented below.

Test	Rater	F	C	G	V	p
Pre-Test	R1	1.69	1.94	1.58	1.75	1.72
	R2	1.67	1.86	1.58	1.72	1.64
	Mean Score	1.64	1.9	1.58	1.74	1.68
Post-Test	R1	2.56	2.72	2.08	2.25	2.25
	R2	2.44	2.56	2.1	2.33	2.36
	Mean Score	2.5	2.64	2.09	2.29	2.31

Table 4.11 The Result of the Pre-Test and Post-Test Score

In the pre-test, students were still had problems in all aspects of speaking, especially in grammar. Their utterances were grammatically incorrect and pronounced wrongly. In addition, they spoke hesitantly. Most of them still looked at their notes as they made the performances.

In reference to the discussion above, the students' speaking skills after the implementation of the actions were improved in all aspects such as fluency, accuracy, pronunciation, and vocabulary. It was revealed from gain score of each aspect from the pre-test to post-test.

Test	Aspects				
	F	C	G	V	P
<b>Pre-Test</b>	1.64	1.9	1.58	1.74	1.68
<b>Post-Test</b>	2.5	2.64	2.09	2.29	2.31
<b>Gain Score</b>	0.86	0.74	0.51	0.55	0.63

Table 4.12 The Gain Score of Pre-test and Post-test Score

The students mean scores in all aspects increased after the implementation of the actions. This below were the comparison between students' speaking skills in fluency, comprehension, grammar, vocabulary, pronunciation in the pre-test and post-test score.

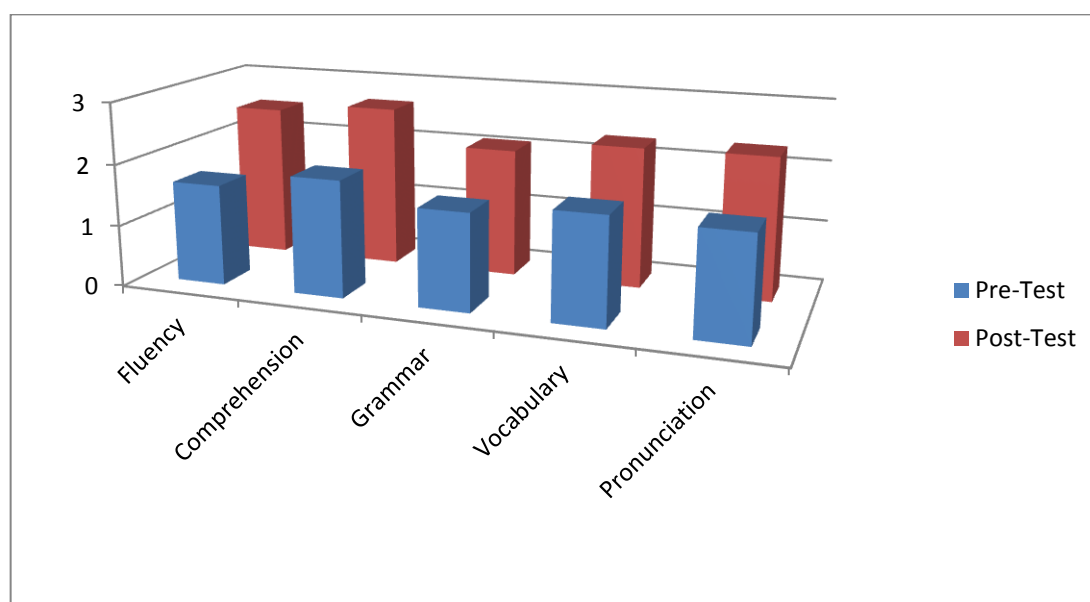


Chart 4.2 Students' Improvement from Pre-Test to Post-Test Score

In reference of the discussion above, the students' speaking skills in all aspects, such as fluency, comprehension, grammar, vocabulary, pronunciation were improved. The general findings of the students mean score in pre-test and post-test were presented below.

	<b>Pre-test</b>	<b>Post-test</b>	<b>Gain score</b>
<b>Mean score</b>	8.56	11.67	3.11

Table 4.13 Students Mean Score in Pre-Test and Post-Test

From the table, it could be seen that the mean score of the post-test, which only 8.56, is higher by 3.11 points than the pre-test, 11.07, which showing that there were improvements on students' speaking skills.

## **CHAPTER V**

### **CONCLUSION, IMPLICATION, AND SUGGESTIONS**

This chapter discusses the information about the conclusion of the research study, the implication, and suggestions. The explanation of each point will be presented as follows.

#### **A. Conclusion**

This research was conducted at the eighth grade of SMP Negeri 2 Nusawungu. It was carried out from January to march 2014. The objective of the research was is to improve students' speaking skills of the eighth grade students of SMP Negeri 2 Nusawungu through think-pair-share strategy. Based on the results and discussion in the previous chapter, it can be concluded that the implementation of think-pair-share strategy in teaching and learning process is believed to be successful and effective to improve students' speaking skills.

The result of the research revealed the improvements contributed by the implementation of think-pair-share strategy implementation in teaching and learning process of speaking in class VIII of SMP Negeri 2 Nusawungu. First, think-pair-share strategy was believed to be effective to improve students' motivation. It was able to engage the students' attention and interests during in teaching and learning process.

Besides, the absent of media was solved through the implementation of handouts consisted materials and pictures related to the topic given. In

addition, think-pair-share strategy could provide various fun learning activities so it decreased students' boredom during their learning. Students became more confident to speak actively in classroom activities. Since the students were motivated and the speaking class ran well, the students' speaking skills like fluency, vocabulary, grammar, pronunciation were also improved. The use of think-pair-share strategy, especially in speaking practices, enabled the students to express their ideas onto comprehensible monologue. The implementation of think-pair-share strategy was believed to be effective to facilitate students to improve their speaking skills.

## **B. Implication**

With regard to the result of the research study, the implementation of think-pair-share strategy supported with its accompanying actions is successful to improve students' speaking skills of the eighth grade students of SMP Negeri 2 Nusawungu. They were described as follows

### **1. Using the classroom English during the teaching and learning process**

Classroom English allowed the students to attain more vocabulary and improved their pronunciation. It also motivated the students to be able to speak in English more. This implies that the use of English classroom was needed to be applied continuously in order to familiarize the students with it.

### **2. Giving handouts of today's materials as a brief guideline**

The use of handout as media in improving students' understanding on the material gave benefits to students in their vocabulary mastery and



pronunciation. They did not take much time in writing the materials. Hence they could pay more attention on the explanation. The handouts provided regular and irregular list which could be used as guidance guided in their grammar. This action also helped the teacher. She did not have to write the materials on the board. Besides, she could do classroom monitoring and checked the students' works. This implies that handouts give a lot of benefits to students and the teacher in the teaching and learning process. The teacher could use this to make the activities more fun.

### 3. Applying the think-pair-share strategy

The implementation of think-pair-share was effective to improve students' speaking skills. This strategy helped the students to formulate what they wanted to say. Thus, the students could explore themselves in expressing their ideas in English. Moreover, it was effective in improving students' confidence and was able to attract students' attention and motivation in speaking practices. By using this strategy, the students had more opportunities in interacting with their friends using English. It also provided various speaking activities which could facilitate the students. This implies that the English teacher could use this strategy as one of the techniques in teaching and learning process.

### 4. Giving feedback to students' performances

This action helped the students to gain confidence. The teacher corrected their mistakes, so the students did not make the same mistakes again. By giving feedback on the students' performances, students were

improved their grammar and pronunciation. It implies that that the students should always give feedback on students' performance since it increased their confidence and motivation.

#### 5. Giving reward to the best performer

By giving a reward, students were motivated to do their best in group or individual activities. It increased students' passion and enthusiasm as well. This implies that in order to make the students more enthusiastic in teaching and learning process, the teacher could encourage them by giving reward.

#### 6. Accustoming the students to access dictionary

By bringing dictionary, students showed a lot of improvement in vocabulary mastery and pronunciation. It implies that the teacher could ask the students to bring dictionary to help the learning activities run more effective.

### **C. Suggestions**

#### 1. For the English teacher

To improve students' skills is the job of English teachers. The teacher should not only focus on improving the reading, listening, and writing skills, but also speaking as well. It can be done by applying appropriate technique or strategy, so that the students are motivated in teaching and learning process of speaking. The students can experience speaking practices joyfully. In the teaching and learning process, the English teacher should consider students' needs and wants in order to choose appropriate technique and materials.

Besides, English teacher has to add some interesting materials besides what she used to use, such as textbooks or LKS, to enhance the students' motivation in learning English inside or outside the class. Moreover, it is important for the teacher to use classroom English and apply some interesting activities during lesson.

## 2. For the students

The students as the object in the teaching and learning process should participate in every activities in the class. It is because when the students were actively involved the teaching and learning process would run more effectively. In addition, they need to be practice in order to be more fluent in speaking. They should not be afraid of making mistakes during practices. When they start to think that English is difficult, then they have to find a way to make it easy to be learnt.

## 3. For other researchers

This research study is aimed at improving students' speaking skills. However, there were some problems which were not yet solved. Related to the focus of this study, it is advisable that the result of this study can be used as one of references for other researchers who conduct the similar studies related to the development of students' speaking skills and cooperative learning.

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# APPENDICES



## OBSERVATION CHECKLIST

### Instruction

Put a thick (√) based on the situation on the teaching and learning process in cycle 1 and 2.

NO	OBSERVATION ITEMS	Cycle 1			Cycle 2		
		1	2	3	1	2	3
1.	Opening activities a. Teacher greets the students b. Students respond to the greeting c. Teacher asks students' condition d. Teacher guides to say a prayer e. Teacher checks the attendance list f. Teacher asks whether there are any questions about the last materials g. Teacher gives apperception about today's materials						
2.	Main activities a. Students are ready to learn b. Students listen to a dialogue c. Students identify the language functions, texts, and vocabularies d. Teacher gives explanation e. Teacher gives a chance to the students to ask questions or give opinion f. Students repeat the expressions after the teacher g. Students practice a dialogue with their peer h. Teacher gives situation to the students i. Teacher asks the students to make a dialogue j. Students think about the situation individually k. Students discuss the situation with their partner l. Students perform the dialogue in a larger group m. Students give feedback to						

	the performers n. Teacher and students discuss about the performance o. Teacher gives feedback about the performance Teacher gives reward to the best performer						
3.	Closing activities a. Teacher summarize the materials given b. Teacher gives reflection toward teaching and learning process c. Teacher gives preview about the next material						

## **INTERVIEW GUIDELINE**

### **A. Before the Implementation of the Actions**

1. For the English teacher
  - a. What are the difficulties of the students in speaking English?
  - b. What kind of activities do you think suitable to solve the difficulties of the students in the speaking ability?
  - c. What is your opinion about the use of TPS in this classroom?
2. For the students
  - a. Do you like English?
  - b. Do you like speaking in English?
  - c. Do you have any difficulties in speaking English?
  - d. What are your difficulties in speaking English?
  - e. Do you like having discussion with your friends in English?

### **B. After the Implementation of the Actions**

1. For the English teacher
  - a. What is your opinion about the implementation of the TPS technique today?
  - b. What do you think about the activities?
  - c. What do you think about the interaction between the teacher and the students during the teaching and learning process?
  - d. Do you think the students are motivated and confident in speaking using English?
  - e. What are your suggestions for the next lesson?
2. For the students
  - a. What do you think about today's activities?
  - b. Are you happy on the implementation of TPS technique on your classroom?
  - c. Are there any suggestions about the activities or topics that you like?
  - d. Are you confident enough to communicate using English?
  - e. Are you more motivated to be able to communicate using English?

## QUESTIONNAIRE

- 1 : Strongly Agree  
 2 : Agree  
 3 : Strongly Disagree  
 4 : Disagree

No	Items	Students' Choice				Total
		1	2	3	4	
1	Speak in English is easy.					
2	I found it difficult to speak in front of the class.					
3	I use Bahasa Indonesia when I do not know the English expression.					
4	I'm afraid of being asked to speak English.					
5	I want to use classroom English during the teaching and learning process.					
6	Classroom English helped me in developing my confidence when I speak in English.					
7	Classroom English helped me improving my speaking skills.					
8	I have a lot of speaking practices in the English class.					
9	Speaking practice makes my English better.					
10	I understand well what the teacher explains.					
11	I felt that my ideas were not good enough to share to my friends.					
12	I experience pair work and group work.					
13	I enjoy the activities using think-pair-share strategy.					
14	I have more confidence to perform in front of the class because of think-pair-share strategy.					
15	I got a lot of benefits and fun with think-pair-share strategy.					

16	I have more confidence to perform in front of the class because of think-pair-share strategy.					
17	The teacher creates various activities in the learning English.					
18	The teacher moves around when students are doing tasks.					
19	The teacher always uses media or technology in the classroom. E.g. laptop.					
20	The content of handouts given by the teacher is interesting.					
21	The handouts given in every meeting helped me understand the materials better.					
22	The teacher gives the materials/handouts for each lesson.					
23	The teacher guides me when I find difficulties.					
24	The teacher gives feedback and correction in every meeting.					
25	I got correction in the feedback session after speaking performance.					
26	I want to be rewarded because I want to prove to myself that I did my best during the teaching and learning process.					
27	The reward given to the best performers motivated me to learn more.					
28	I bring dictionary to help myself developing my vocabulary mastery.					
29	Dictionary is important if I want to learn English.					
30	I use dictionary to help my learning.					

## SPEAKING RUBRIC

Indicators	Score		
	3	2	1
<b>Fluency</b>	Has a generally smooth flow, with self correction and little hesitation.	Speaks slowly, using hesitant or halting speech.	Makes no attempt or shows constant hesitation.
<b>Comprehension</b>	Show ability to understand the target language when spoken at somewhat normal rate of speed, with only one repetition or rephrasing, if necessary.	Can understand the the target language when spoken at somewhat normal rate of speed, with more that one repetition or rephrasing.	Does not seem to understand the target language.
<b>Vocabulary</b>	Uses excellent vocabulary with relative ease. Demonstrates an increasing knowlegde of words of expresssions.	Uses vocabulary that is just adequate to respond. No attempts is made to use a variety of expressions. Generally understood but limited to the very basic.	Makes no attempt or response is totally irrelevant or inappropriate.
<b>Pronunciation</b>	Can be understood in the target language, but may make few or minor errors. Makes an effort to sound 'native', i.e., uses target language sppech patterns, intonation, and rules.	Can be understood in the target language, but may make one or two major errors and/or has some interference from English language speech sound, patterns, and rules.	Makes major errors and/or uses English pronunciation rules to speak in the target language.
<b>Grammar</b>	Demonstrates good use of grammatical structures. Makes no grammatical errors, or a few minor grammatical errors that do not interfere with communication.	Uses a range of grammatical errors, or a few minor grammatical errors that do not interfere with communication.	Makes many grammatical errors that negativically effect the communication.

Table 3.1 Languages other than English (LOTE) Checkpoint C Resource  
Guide New York State Department of Education (2012:101-114)

## COURSE GRID

School : SMP Negeri II Nusawungu  
 Subject : English  
 Class : VIII A

### Standard competence

10. To express the meaning of short and simple monologues in the forms of recount and narrative to interact with surrounding environment

### Basic competence

10.2 To express the meaning of short and simple monologues by using spoken language accurately, properly and acceptable to interact with the surrounding environment in the forms of recount and narrative texts

Cycle 1, meeting 1-3

Topic	Indicators	Teaching and Learning Activities	Materials	Assessment	Media	Sources
<b>Holiday</b>	1. Understanding the meaning and information from the input dialogue correctly. 2. Pronouncing a number of vocabularies (noun, verb, adjective) related to the topic with intelligible pronunciation.	<b>1. Opening Activities</b> a. Greeting the students b. Praying c. Checking the attendance list  <b>2. Main Activities</b> <b>a. Building Knowledge of Field</b> 1) The teacher shows some pictures of people doing activities. 2) The teacher asks warm up questions about their	<b>Recount text</b> Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.  <b>Generic structure</b> 1. <b>Orientation</b> Tell who was involved, what happened, where the	a. <b>Technique:</b> spoken test b. <b>Form:</b> monologue performance test	a. Print out of a word map b. Print out of a recount text entitled “ <b>My Holiday</b> ” c. Pictures d. Laptop e. Board and Marker	The internet

	<p>3. Identifying the grammatical structures of recount text</p> <p>4. Performing a short simple monologue in the form of recount text</p>	<p>activities in the last Sunday.</p> <p>3) The students orally answer the warming-up questions.</p> <p><b>b. Modeling of Text</b></p> <p>1) The teacher gives an example of recount text.</p> <p>2) The teacher asks the students to read and imagine the content of the text first.</p> <p>3) The teacher gives time to understand the text given</p> <p>4) The teacher guides and explains the text to the students.</p> <p>5) The teacher shows a word map to make the students understand the text easier.</p> <p>6) The students answer the questions about the text.</p> <p>7) The teacher explains the language features and generic structures of recount text.</p> <p><b>c. Joint Construction of Text</b></p> <p>1) The teacher provides another example of recount text to make the students familiar with it.</p>	<p>events took place, and when it happened.</p> <p>2. <b>Events</b> Tell what happened and in what sequence.</p> <p>3. <b>Reorientation</b> Consists of optional-closure of events/ending.</p> <p><b>Language features</b></p> <p>1. The use of noun and pronoun to identify people, animals, or things involved.</p> <p>2. Use of action verb to refer to events.</p> <p>3. Use of past simple tense to locate events in relation to writer's time</p> <p>4. Use of conjunctions and time connectives to sequence the events</p> <p>5. Use of adverb or adverbial phrase to indicate place and time</p> <p>6. Use of adjective to</p>			
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		<p>2) The teacher show pictures with topic holiday.</p> <p>3) The teacher asks them to make a map word of the vocabulary related to holiday.</p> <p>4) <b>THINK</b> - After the students finish the map, they develop their ideas into some creative sentence by answering the question on task 9</p> <p>5) Teacher divides the students into 9 groups consist of 4 students.</p> <p>6) <b>PAIR</b> - The members take turn and discuss their story share it to the whole class.</p> <p><b>d. Independent Construction of Text</b></p> <p>1) <b>SHARE</b> - Students share their story in a larger group</p> <p>2) Other Students give feedback to the performers</p> <p>3) The teacher and students discuss the performance</p> <p><b>3. Closing Activities</b></p> <p>a. The teacher provides overall feedback for the students'</p>	describe noun			
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		performances b. Together with the students, the teacher summarizes the lesson c. The teacher motivates the students to keep learning and practicing their English d. The teacher leads the closing prayer e. The teacher says good-bye				
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**Cycle 2, meeting 4-6**

Topic	Indicators	Teaching and Learning Activities	Materials	Assessment	Media	Sources
<b>My Greatest Experience</b>	1. Understanding the meaning and information from the input dialogue correctly. 2. Pronouncing a number of vocabularies (noun, verb, adjective) related to the topic with intelligible pronunciation.	<b>1. Opening Activities</b> a. Greeting the students b. Praying c. Checking the attendance list  <b>2. Main Activities</b> <b>a. Building Knowledge of Field</b> 1) The teacher shows some pictures of people doing activities. 2) The teacher asks warm up questions about their	<b>Recount text</b> Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertain or to inform the reader.  <b>Generic structure</b> <b>1. Orientation</b> Tell who was involved, what happened, where the	a. <b>Technique:</b> spoken test b. <b>Form:</b> performance test	a. Print out of a word map b. Print out of a recount text entitled “ <b>The Most Unforgettable moments in my Life</b> ” c. Pictures d. Laptop e. White Board	The internet

	<p>3. Identifying the grammatical structures of recount text</p> <p>4. Performing a short simple monologue in the forms of recount text</p>	<p>activities in the last Sunday.</p> <p>3) The students orally answer the warming-up questions</p> <p>4) The teacher involves the students to collect information or their greatest experience</p> <p><b>b. Modeling of Text</b></p> <p>1) The teacher gives an example of recount text.</p> <p>2) The teacher asks the students to read and imagine the content of the text first.</p> <p>3) The teacher gives time to understand the text given.</p> <p>4) The teacher guides and explains the text to the students.</p> <p>5) The teacher shows a word map to make the students understand the text easier.</p> <p>6) The students answer the questions about the text.</p> <p>7) The teacher explains the language features and generic structures of recount text.</p>	<p>events took place, and when it happened.</p> <p><b>2. Events</b> Tell what happened and in what sequence.</p> <p><b>3. Reorientation</b> Consists of optional-closure of events/ending.</p> <p><b>Language features</b></p> <p>1. The use of noun and pronoun to identify people, animals, or things involved.</p> <p>2. Use of action verb to refer to events.</p> <p>3. Use of past simple tense to locate events in relation to writer's time</p> <p>4. Use of conjunctions and time connectives to sequence the events</p> <p>5. Use of adverb or adverbial phrase to indicate place and time</p> <p>6. Use of adjective to</p>		and Marker	
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		<p><b>c. Joint Construction of Text</b></p> <ol style="list-style-type: none"> <li>1) The teacher shows some pictures of thing related to camping.</li> <li>2) The teacher asks them to collect vocabulary related to the given pictures and draw their ideas into a word map.</li> <li>3) <b>THINK</b> - After the students finish the map, they could develop their ideas into some creative sentences.</li> <li>4) The teacher asks the students to work in pair.</li> <li>5) <b>PAIR</b> – in pair, the students take turn to share what they have got to their group</li> </ol> <p><b>d. Independent Construction of Text</b></p> <ol style="list-style-type: none"> <li>1) <b>SHARE</b> - Students share their story in a larger group</li> <li>2) Other Students give feedback to the performers</li> <li>3) The teacher and students discuss the performance</li> </ol> <p><b>3. Closing Activities</b></p> <ol style="list-style-type: none"> <li>a. The teacher provides overall</li> </ol>	describe noun			
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		<p>feedback for the students' performances</p> <p>b. Together with the students, the teacher summarizes the lesson</p> <p>c. The teacher motivates the students to keep learning and practicing their English</p> <p>d. The teacher leads the closing prayer</p> <p>e. The teacher says good-bye</p>				
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## LESSON PLAN

School Name : SMP Negeri 2 Nusawungu  
Class /Semester : VIII A/ II  
Subject/ Skill : English/ Speaking  
Cycle : Cycle 1  
Time allocation : 3 (2 x 40')

### A. Standard competency

10. To express the meaning of short and simple monologue in the forms of recount and narrative to interact with surrounding environment.

### B. Basic competence

10.2 To express the meaning of short and simple monologues by using spoken language accurately, properly and acceptable to interact with the surrounding environment in the forms of recount and narrative texts.

### C. Indicators

1. Understanding the meaning and information from the input dialogue correctly.
2. Pronouncing a number of vocabularies (noun, verb, adjective) related to the topic with intelligible pronunciation.
3. Identifying the grammatical structures of recount text
4. Performing a short simple monologue in the form of recount text

### D. Learning Objectives

By the end of the lesson, the students are expected to be able to perform a short simple monologue in the form of recount text fluently and appropriately.

### E. Character Building

1. Trustworthiness
2. Diligence
3. Politeness
4. Respect
5. Cooperation

### F. Learning materials

Topic : holiday  
Input text : written text and pictures

#### Recount text

Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertain or inform the reader.

**Generic structure**

## 4. Orientation

Tell who was involved, what happened, where the events took place, and when it happened.

## 5. Events

Tell what happened and in what sequence.

## 6. Reorientation

Consist of optional-closure of events/ending.

**Language features**

7. The use of nouns and pronouns to identify people, animals, or things involved. (e.g. I, we, house, etc.)

8. Use of action verb to refer to events. (e.g. saw, ran, walked, etc.)

9. Use of past simple tense to locate events in relation to writer's time. (e.g. Last month, I visited my grandma's house)

10. Use of conjunctions and time connectives to sequence the events. (e.g. next, then, finally, etc.)

11. Use of adverb or adverbial phrase to indicate place and time. (e.g. at 2 p.m., at school, etc.)

12. Use of adjective to describe noun. (e.g. nice, pretty, amazing, incredible, etc.)

**G. Teaching media**

1. Laptop

2. Handouts

**H. Learning Method**

The four-stage technique consisting of:

1. BKO (Building Knowledge of Field)

2. MOT (Modeling of Text)

3. JCOT (Joint Construction of Text)

4. ICOT (Independent Construction of Text)

**I. Learning Activities****1. Opening Activities**

a. Greeting the students

b. Praying

c. Checking the attendance list

**2. Main Activities****a. Building Knowledge of Field**

4) The teacher shows some pictures of people doing activities.

5) The teacher asks warm up questions about their activities in the last Sunday.

- 6) The students orally answer the warming-up questions.

**b. Modeling of Text**

- 8) The teacher gives an example of recount text.
- 9) The teacher asks the students to read and imagine the content of the text first.
- 10) The teacher gives time to understand the text given
- 11) The teacher guides and explains the text to the students.
- 12) The teacher shows a word map to make the students understand the text easier.
- 13) The students answer the questions about the text.
- 14) The teacher explains the language features and generic structures of recount text.

**c. Joint Construction of Text**

- 7) The teacher provides another example of recount text to make the students familiar with it.
- 8) The teacher show pictures with topic holiday.
- 9) The teacher asks them to make a map word of the vocabulary related to holiday.
- 10) **THINK** - After the students finish the map, they develop their ideas into some creative sentence by answering the question on task 9.
- 11) Teacher divides the students into 9 groups consist of 4 students.
- 12) **PAIR** - The members discuss their ideas to their group.

**d. Independent Construction of Text**

- 4) **SHARE** - Students share their story in a larger group
- 5) Other Students give feedback to the performers
- 6) The teacher and students discuss the performance

**3. Closing Activities**

- f. The teacher provides overall feedback for the students' performances
- g. Together with the students, the teacher summarizes the lesson
- h. The teacher motivates the students to keep learning and practicing their English
- i. The teacher leads the closing prayer
- j. The teacher says good-bye

**J. Learning resources**

- a. Pictures, and text
- b. The internet

**K. Assessment**

- a. Technique : Spoken Test



- b. Form : Monologue Performance test
- c. Instrument : Material Unit 1

**L. Scoring**

Appendix E: speaking rubric

Acknowledged by:

English Teacher  
of SMP N 2 Nusawungu

Researcher

Sutini, S. Pd.

Desy Pratiwi

## LESSON PLAN

School Name : SMP Negeri 2 Nusawungu  
Class /Semester : VIII A/ II  
Subject/ Skill : English/ Speaking  
Cycle : Cycle 2  
Time allocation : 3 (2 x 40')

### A. Standard competency

10. To express the meaning of short and simple monologue in the forms of recount and narrative to interact with surrounding environment

### B. Basic competence

10.2 To express the meaning of short and simple monologues by using spoken language accurately, properly and acceptable to interact with the surrounding environment in the forms of recount and narrative texts

### C. Indicators

1. Understanding the meaning and information from the input dialogue correctly.
2. Pronouncing a number of vocabularies (noun, verb, adjective) related to the topic with intelligible pronunciation.
3. Identifying the grammatical structures of recount text
4. Performing a short simple monologue in the form of recount text

### D. Learning Objectives

By the end of the lesson, the students are expected to be able to perform a short simple monologue in the form of recount text fluently and appropriately.

### E. Character Building

1. Trustworthiness
2. Diligence
3. Politeness
4. Respect
5. Cooperation

### F. Learning materials

Topic : My Greatest Experience  
Input text : written text and pictures

#### Example of Recount text

##### Camping at Mount Ciremai

Last weekend, my friends and I went camping in the mountain Ciremai. We reached the camping ground as we walked for about a half hour

from the parking lot. We built the camp next to the rocks and trees. It was getting dark and cold enveloped us, so we built a bonfire.

The next day, we spent our time observing plantation and insects while the girls were preparing food for lunch together. In the afternoon we went to the river and caught fishs for dinner. At night, we held a bonfire night. We also made performance like singing, dancing, playing magic tricks, and even some of us did stand up comedy and highly entertained us all to laugh.

On Monday, we packed our bags and got ready to go home, that was an amazing experience I would never forget.

From the example text above, answer these following questions!

1. What was the text about?
2. What activities did they do on the camp?
3. Was that fun?
4. Underline the verb!

#### **G. Teaching media**

1. Laptop
2. Handouts

#### **H. Learning Method**

The four-stage technique consisting of:

1. BKOF (Building Knowledge of Field)
2. MOT (Modeling of Text)
3. JCOT (Joint Construction of Text)
4. ICOT (Independent Construction of Text)

#### **I. Learning Activities**

##### **1. Opening Activities**

- a. Greeting the students
- b. Praying
- c. Checking the attendance list

##### **2. Main Activities**

###### **a. Building Knowledge of Field**

- 1) The teacher shows some pictures of several big events.
- 2) The teacher asks warm up questions about their activities in the last Sunday.
- 3) The students orally answer the warming-up questions.

###### **b. Modeling of Text**

- 1) The teacher gives an example of recount text.
- 2) The teacher asks the students to read and imagine the content of the text first.
- 3) The teacher gives time to understand the text given

- 4) The teacher guides and explains the text to the students.
- 5) The teacher shows a word map to make the students understand the text easier.
- 6) The students answer the questions about the text.
- 7) The teacher explains the language features and generic structures of recount text.

**c. Joint Construction of Text**

- 1) The teacher provides another example of recount text to make the students familiar with it.
- 2) The teacher show pictures with topic holiday.
- 3) The teacher asks them to make a map word of the vocabulary related to holiday.
- 4) **THINK** - After the students finish the map, they develop their ideas into some creative sentence by answering the question on task 9
- 5) Teacher divides the students into 9 groups consist of 4 students.
- 6) **PAIR** - The members have discussion about the map they had written.

**d. Independent Construction of Text**

- 1) **SHARE** - Students share their story in a larger group
- 2) Other Students give feedback to the performers
- 3) The teacher and students discuss the performance

**3. Closing Activities**

- a. The teacher provides overall feedback for the students' performances
- b. Together with the students, the teacher summarizes the lesson
- c. The teacher motivates the students to keep learning and practicing their English
- d. The teacher leads the closing prayer
- e. The teacher says good-bye

**J. Learning resources**

- a. Pictures, and text
- b. The internet

**K. Assessment**

- a. Technique : Spoken Test
- b. Form : Monologue performance test
- c. Instrument : Material Unit 2

**L. Scoring**

Appendix E: speaking rubric

Acknowledged by:

English Teacher  
of SMP N 2 Nusawungu

Researcher

Sutini, S. Pd.

Desy Pratiwi

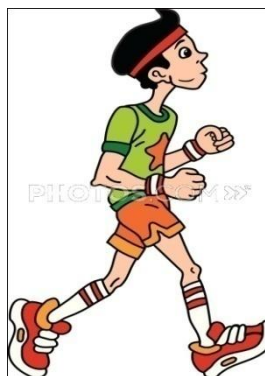


## Unit 1

# HOLIDAY



**Task 1** Look at the pictures below!



1. Have you ever had such activities?
2. What do you think about it?

**Task 2** Answer these following questions!

1. Where did you go last Sunday?
2. What did you do?
3. How did you feel?
4. Do you want to experience it again?

### Task 3 Example of recount text



#### MY HOLIDAY

On Saturday, I went to mount Bromo. I stayed at Nisa and Ahmad`s house at Cemara Lawang, Probolinggo. It has a big garden with lots of colorful flowers and fishpond.

On Sunday, Nisa and I saw Batok Mount and went on the scenic ride on horseback. It was scary. Then we went to get a closes look at the mountain. We took pictures of the beautiful sceneries there.

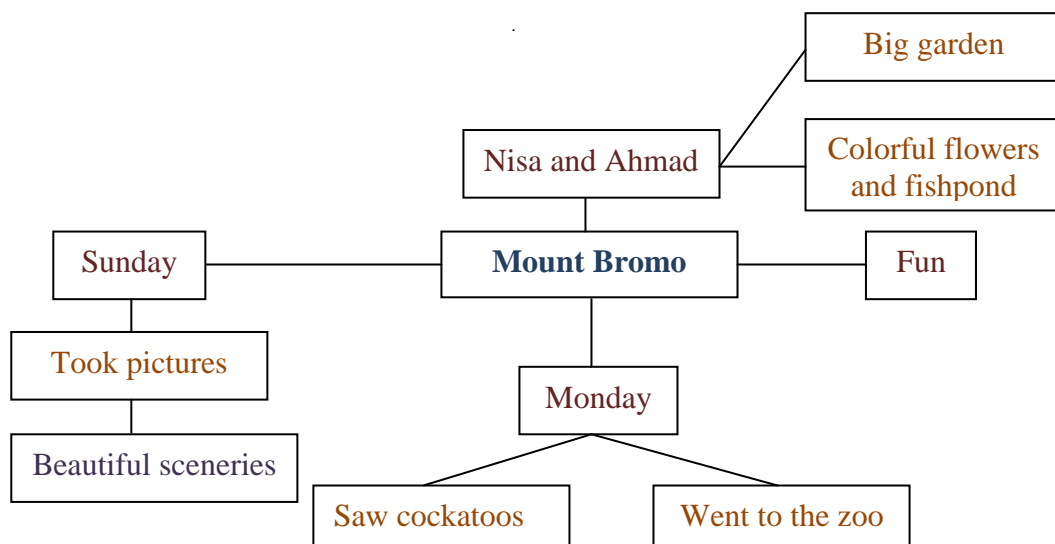
On Monday, we went to the zoo at Wonokromo. We saw cockatoos having a shower. In the afternoon we went home.

It was fun.

From the example text above, answer these following questions!

1. Where did the writer go in his holiday?
2. What did he do?
3. How did he feel about his holiday?

### Task 4 Word Map



### Task 5 Vocabulary corner

Look at the text again. In pair, study how to pronounce these words.

Word	Pronunciation	Meaning
Stayed	/steɪd/	Tinggal
Went	/went/	Pergi
Took	/tu:k/	Mengambil
Saw	/sɔ :/	Melihat
Big	/bɪg/	Besar
Colorful	/kʌ ləfl/	Berwarna-warni
Beautiful	/ˈbjʊ:təfl/	Indah
Fun	/fʌ n/	Menyenangkan
Saturday	/ˈsætədeɪ/	Sabtu
Afternoon	/,ɑ :ftəˈnu:n/	Siang
Scenery	/ˈsc:nəri/	Pemandangan

### Task 6 Explanation of recount text

#### Definition

Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertain or inform the reader.

#### Generic structure

1. Orientation  
Tell who was involved, what happened, where the events took place, and when it happened.
2. Events  
Tell what happened and in what sequence.
3. Reorientation  
Consist of optional-closure of events/ending.

#### Language features

1. The use of nouns and pronouns to identify people, animals, or things involved. (E.g. I, we, house, etc.)
2. Use of action verb to refer to events. (E.g. saw, ran, walked, etc.)
3. Use of past simple tense to locate events in relation to writer's time. (E.g. Last month, I visited my grandma's house)



4. Use of conjunctions and time connectives to sequence the events. (E.g. next, the, finally, etc.)
5. Use of adverb or adverbial phrase to indicate place and time. (E.g. at 2 p.m., at school, etc.)
6. Use of adjective to describe noun. (E.g. nice, pretty, amazing, incredible, etc.)

### Gambits

1. Hi guys, I want to tell you something.
2. I would like to tell you about ...
3. Let me tell you ...

## Task 7 Example of recount text

### Pangandaran Beach

Hi, I want to tell you about my holiday last semester. The tour to Pangandaran Beach started on holiday last semester. Our school had a tour to Pangandaran Beach. We went there by our bus.

We arrived at Pangandaran Beach at 09.00 a.m. At the beach, we just lied down because we were tired. Then, we also had lunch by eating some foods that we brought from home. That was very nice moment when we shared our own food to others.

After we had enough rest, we began to explore Pangandaran Beach. Then, we went to swim and play sand. We also took some pictures. We just had 2 hours to enjoy Pangandaran Beach because we had to come back to home.

We went home at 6 p.m. That was very nice experience that I and my friends ever had. We would never forget that moment.

## Task 8 Grammar corner

### Simple Past Tense

Simple past tense is used to express something that happened in the past.

S	+V2	
I	went	to pangandaran beach.
We	ate	lunch.
I	enjoyed	the scenery.
The lunch	was	delicious.
We	had	a great day.
My experience	was	amazing.

### Task 9 Think!

Look at the pictures below!

From the pictures, draw a word map. Connect in with your own experience.

Then, individually make utterances as much as possible based on your experience by answering the 4W1H questions!

E.g.: Last month, I went to Wonosari beach with my friends.



Vocabulary		
Bus	Happy	Swam
Water	Wonderful	Delicious
Sand	Played	Yellow
Tour	Ate	Blue

Write your sentences on the box below.

What 1.  
2.  
3.

**when** 1.  
2.  
3.

**Who** 1.  
2.  
3.

**Where** 1.  
2.  
3.

**How** 1.  
2.  
3.

### **Task 10 Pair**

In pair, exchange your story with your partner. Give comments to your partner's story! You can comment on the content of the story, grammar, pronunciation, or vocabulary.

E.g.:

A: Hi, I want to tell you about my holiday.

B: okay, what was it?

A: last weekend, I went to Wonosari beach with my friends. We went there by bus. We brought a lot of snacks. That was a really good day.

B: wow, that such a great experience.

### **Task 10 Share**

Individually, tell your story to the class.



## Unit 2

# My Greatest Experience



**Task 1** Look at the pictures below!



New Year



Study Tour



Iedul Fitri



Holiday



Family



Amusement Park

3. Can you think what the pictures are about?
4. Have you ever experienced the situation on the pictures?

**Task 2** Answer these following questions!

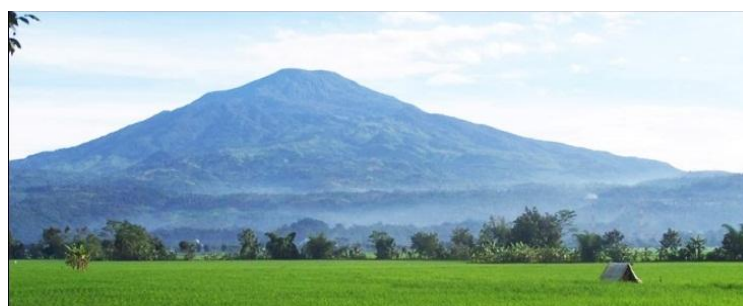
1. What was your great experience?
2. When did it happen?
3. What did you do?
4. How did you feel?

**Task 3** Find the meaning and how to pronounce them.

Word	Pronunciation	Meaning
New Year Firework Ramadan Mosque Study tour Holiday Family Amusement park Unforgettable Precious		

**Task 4** Example of recount text

**Camping at Mount Ciremai**



Last weekend, my friends and I went camping in the mountain Ciremai. We reached the camping ground as we walked for about a half hour from the parking lot. We built the camp next to the rocks and trees. It was getting dark and cold enveloped us, so we built a bonfire.

The next day, we spent our time observing plantation and insects while the girls were preparing food for lunch together. In the afternoon we went to the river and caught fishes for dinner. At night, we held a bonfire night. We

also made performance like singing, dancing, playing magic tricks, and even some of us did stand up comedy and highly entertained us all to laugh.

On Monday, we packed our bags and got ready to go home, that was an amazing experience I would never forget.

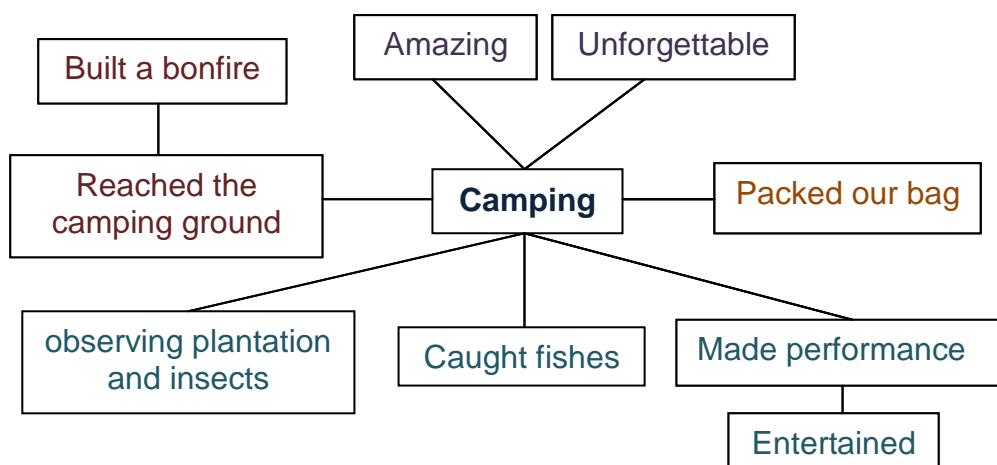
From the example text above, answer these following questions!

4. What was the text about?
5. What activities did they do on the camp?
6. Was that fun?
7. Underline the verb!

### Task 5 Vocabulary corner

Word	Pronunciation	Meaning
Camping	/ˈkæmplɪŋ/	Kemah
Reached	/ri:tʃ t/	Sampai
Built	/bɪlt/	Membangun
Insects	/ˈɪnsektz/	Serangga
Caught	/kɔ :t/	Menangkap
Bonfire	/ˈbɒ nfalə(r)/	Api unggun
Performance	/pəˈfɔ :məns/	Pertunjukan
Entertained	/,entəˈteɪnd/	Terhibur
Packed	/pækt/	Berkemas
Amazing	/əˈmeɪzɪŋ/	Menakjubkan

### Task 6 Word map







Word	Pronunciation	Meaning

Word	Pronunciation	Meaning

### Task 8 Grammar corner

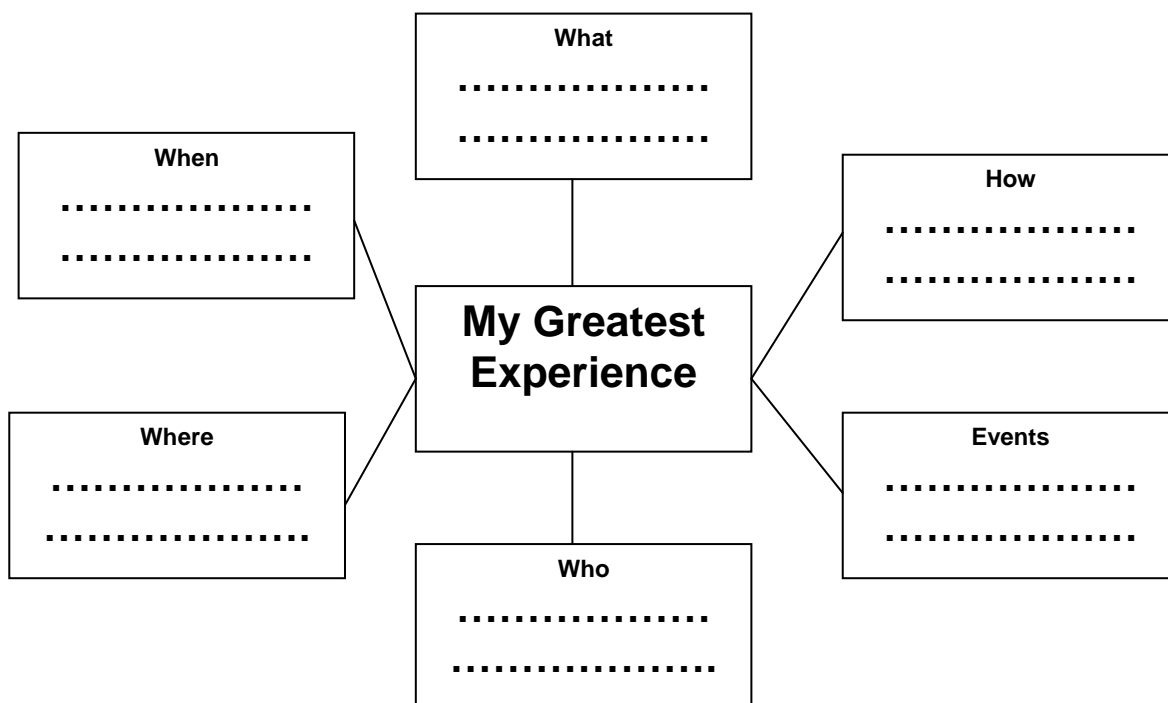
Study the following pattern below

S	+V2		
I	had	nice experience	last year.
My family	were	celebrating	lebaran.
We	ate	cookies	deliciously.

### Task 9 Think

Answer these following questions, and then complete the map word below with your own experiences.

1. What was the greatest event that happened in your life?
2. When did it happen?
3. Where did it take place?
4. Who was involved in that event?
5. How did you feel about it?





**Vocabulary Corner**

Word	Pronunciation	Meaning

**Task 10** Pair

In pair, discuss your story by referring to the the 4W1H questions and language features of recount text.

**Task 11** Share

Share your story to the class.

## ATTENDANCE LIST

No.	Pre-Test	Cycle 1			Cycle 2			Post-Test
		1	2	3	1	2	3	
1	•	•	•	•	•	•	•	•
2	•	•	•	•	•	•	•	•
3	•	•	•	•	•	•	•	•
4	•	•	•	•	•	•	•	•
5	•	•	•	•	•	•	•	•
6	•	•	•	•	•	•	•	•
7	•	•	•	•	•	•	•	•
8	•	•	•	•	•	•	•	•
9	•	•	•	•	•	•	•	•
10	•	•	•	•	•	•	•	•
11	•	•	•	•	•	•	•	•
12	•	•	•	•	•	•	•	•
13	•	•	•	•	•	•	•	•
14	•	•	•	•	•	•	•	•
15	•	•	•	•	•	•	•	•
16	•	•	•	•	•	•	•	•
17	•	•	•	•	•	•	•	•
18	•	•	•	•	•	•	•	•
19	•	•	•	•	•	•	•	•
20	•	•	•	•	•	•	•	•
21	•	•	•	•	•	•	•	•
22	•	•	•	•	•	•	•	•
23	•	•	•	•	•	•	•	•
24	•	•	•	•	•	•	•	•
25	•	•	•	•	•	•	•	•
26	•	•	•	•	•	•	•	•
27	•	•	•	•	•	•	•	•
28	•	•	•	•	•	•	•	•
29	•	•	•	•	•	•	•	•
30	•	•	•	•	•	•	•	•
31	•	•	•	•	•	•	•	•
32	•	•	•	•	•	•	•	•
33	•	•	•	•	•	•	•	•
34	•	•	•	•	•	•	•	•
35	•	•	•	•	•	•	•	•
36	•	•	•	•	•	•	•	•
Present	36	36	36	36	36	36	36	36
Absent	0	0	0	0	0	0	0	0

## FIELD NOTES

**Fn. 01**

**15 December 2013**

**10.00 a.m. - 12.00 p.m.**

**Classroom of VIII A**

The class started at 10.50 a.m. I waited for the class to start and prepared my research instruments like note book, observation checklist, interview guideline camera, and recorder. First, I met the English teacher in the office to clarify the observation time. Because there were still a lot of time left before the class started, we were having small discussion about what to observe. The teacher looked at my instruments.

When the bell rang, I and the English teacher entered the room. I sat on the back of the room with my observation checklist. The students stared at me. Then, the teacher started the lesson. She greeted the students with English. "Good morning class. How are you?" The students answered lazily. "Good Morning ma'am. I am fine, thank you. And you?" Maybe, it was because they were tired or hungry. Then, the teacher explained the materials in Bahasa Indonesia. Sometimes, she mixed with English, but not much. She wrote the materials on the whiteboard. There was no LCD Projector on the class. The students did not seem to understand the explanation, but they did not ask for more explanation. Some were took note on the teacher's explanation.

After explained the materials, the teacher asked questions to the students in English. Almost all of them kept silent. Few were having discussion with their partner. One or two student answered the questions but grammatically wrong and their pronunciation was hard to be understood. As a result, they were not encouraged to practice speaking during class, which was the most important element in improving students' speaking skills. I barely understood with what they have said. The teacher corrected the answer and drilled them to speak it loudly. The students repeated after her.

The lesson moved on, the teacher explained again with the help of textbook. Students who sat at the back did not pay attention. They busy with their own. Some were having chats, others were drawing something on their book. The teacher only warned them if they were noisy. "Okay class, don't be noisy. Nanti ngga' paham materinya." But, she did not take any further action. The students kept mumbling while the teacher kept explaining. The class activities were focused on teacher-center. She took much time on herself. Students did not have much opportunity to practice English speaking skills.

In the end of the lesson, she gave homework from the *LKS*. "Now, look at page 32 on your *LKS*. Do the exercise two and three. Kita bahas itu minggu depan." In the next meeting, students had to collect their works. The teachers led the prayer and said goodbye. I followed the teacher to have interview concerning the teaching and learning process of English and the research study I would be conducted. The class seemed happy that the lesson was over.

**Fn. 02****25 February 2014****10.00 a.m. - 12.30 p.m.****Classroom of VIII A**

In the first day, I arrived at school at 10.00 a.m. There, I met the English teacher to discuss the first meeting. When the bell rang at 10.50 a.m., I entered the class. First, the English teacher introduced me to the class. "Good morning class, today we will have a temporary teacher for your English lesson. Please introduce yourself Miss Desy." After that, I greeted the student, "good morning class. How are you today?" Then, the students answered, "Good morning. I am fine, thank you. How are you?" "I fine too, thank you" I continued, "Let me introduce myself. My name is Desy Pratiwi from Yogyakarta State University, UNY. You can call me Miss Desy. Here, I want to do a research about your speaking ability. At the end of my research, I hope that your speaking skills have improved in every aspect of speaking." I translated it to Bahasa Indonesia because they did not understand.

On the first meeting, I did a pre- test to measure students speaking skills. I prepared all materials and everything needed in the pre-test. First, I explained about recount text briefly to recall their memories. They had already learnt this material in grade VII. I wrote the instructions of the pre-test in the white board. I also provided some examples of sentences usually used in a recount text. After they got what they had to do, blank papers were distributed for them to write their ideas on the monologue they would perform. I gave them 20 minutes to prepare their simple monologue. I guided them by doing classroom observation. I let them to bring their note when they had performance.

After they finished their preparation, I asked them to perform in front of the class. They were shy at first, but after some students made their performances, others were motivated. I called their students' number randomly at first. After that, the last performer called his/her friends' number. They were happy on this way of order. Most of the students still stuck on their notes. From their performances, I took notes on students' mistakes. From their performances, it could be assumed that they were lacked vocabulary, and their choice of words was monotonous. The sentences were grammatically incorrect. Furthermore, their pronunciation was messed up. I had to go close to them because I could not hear clearly. Then, together with the ET, we scored their performance by using the speaking rubric I had prepares before. The aspects being assessed were fluency, comprehension, pronunciation, grammar, and vocabulary.

In the end of the pre-test, students were stressed out about their performance. They did realize that their performances were far from good. I encouraged them and explained that starting from the next meeting, I would be their teacher. I would teach them how to speak a monologue in a form of recount text better. They would make progress on their performance after the implementation of the actions on cycle 1. After that, I closed the lesson by saying a prayer and goodbye.

**Fn. 03****26 February 2014****06.45 – 08.40 a.m.****Classroom of VIII A**

On the first day of becoming the English teacher of class VIII A, I came at 06.45 a.m. the bell rang at 07.10 a.m. When the bell rang, I entered the class accompanied by my collaborator, the original English teacher of class VIII A. I prepared everything that I need in the teaching and learning process, such as marker, laptop, handout, students' attendance list. I opened the class by greeting, asking students' condition, praying, and checking the attendance list. I said, "Good morning class. How are you today?" All students replied, "I am fine, thank you, and you?" loudly. There were no students absent that time.

I gave warming up questions about their activities during holiday. I asked them questions like, "What are doing in the last weekend? How do you usually spent your holiday?" They answered with Bahasa Indonesia. Most of them were unfamiliar with classroom English. I had to translate my questions into Bahasa Indonesia.

To begin the explanation about recount text, I distributed handouts of today's materials. On the handouts, there were printed the important materials, so that the students could spare their time on writing to other tasks and paid more attention to my explanation. The materials was about the recount text with topic my holiday. Firstly, I asked them to look at and to skim the text on the handout individually. At that time, I also asked them to write some unfamiliar words from the text. I wrote notes while the students were having discussion. I intended to give the feedback later after they finished their discussion.

When they finished their reading, together we discussed the content of the text and I asked about their difficulties in comprehending the text. They found some unfamiliar words. Sometimes, I was the one who guided them to find the answer, but in indirect way. I gave another example of the use of those words, or used gesture and body language to make them understand.

A student found a difficult word and could not find the answer on their pocket dictionary. He asked me a question, "Miss, what is the meaning of drove? ". I answered them by using gesture of someone driving a car. They guessed it right, "Mengemudi Miss." I replied, "Good." "Thank you Miss."

When I did classroom monitoring, there was a student made a mistake on their pronunciation. I asked him immediately because that word was used very often. "What is the pronunciation of this word?" I wrote a word 'yesterday' in the white board. Most of the students answered, "/yesterdei/ miss." Okay good, Naufal, don't forget about this one. You pronounced it wrongly. It is /yesterdei/ not /yesterday/. Do you get it?" Naufal replied, "Yes miss, thank you."

Some of them who brought dictionary help the other to find the meaning of those difficult words. More than a half of the class did not bring dictionary. I should always help them translating the words. I asked them to write it because they might have to use those words again.

After they got the explanation, I asked some questions related to the text given. They could discuss the answer in pairs. Some students raised their hand and answered it in English. Sometimes, they had difficulties in expressing their

answer in good sentences. Some of them used Indonesian English with wrong pronunciation and grammatically incorrect. Some others were kept silent and avoided eye contact with me.

Their answers were collected and then we discussed the best answer for the each question. The feedback about pronunciation and grammar was given immediately after a question had been answered. They corrected their answer.

To lead them to materials for the next meeting I explained a little about the function of recount text. In the end of the meeting I asked them to read the materials about the function, generic structures, and language features of recount text that I would explain in the next meeting.

To close the lesson, I summarized the material for that day. I motivated them to never give up even though they thought that English was difficult. In the end I said my goodbye.

#### **Fn.04**

**11 March 2014**

**10.30 a.m. - 12.30 p.m.**

**Classroom of VIII A**

On the second meeting, I came at 10.30 a.m. The bell rang at 10.50 a.m. When the bell rang, I entered the class accompanied by my collaborator. I prepared everything that I need in the teaching and learning process, such as marker, laptop, handout, students' attendance list. I opened the class by greeting, praying, and checking the attendance list. All students were present that time. We continued the materials about recount text. In this time, I explained about the function, generic structures, and language features of recount text.

Before we moved to the new materials, I reviewed the materials from the last meeting. Next, I handed the handouts for today's materials. I explained about the function, generic structures, and language features of recount text in detail. I gave them opportunity to understand and to write important information that had not been written on their handouts. They were also given opportunities to ask questions if they were not fully understand my explanation. Some of them asked me to give more example of recount text.

Then, I provided a new example of recount text I had been prepared before. After that, the students were divided into group of four to understand the text given. They analyzed the generic structure of the text first. They did it very well because they had learnt it before. Together, they found the idea of the text and looked for the meaning of the difficult words so they could comprehend the text correctly. They tried to pronounce the words in correct pronunciation. In the group, they changed turn to check what they got.

From that activity, students had opportunity to speak loudly even just in a small group. It would give the students courage and comfort to speak in English. After that, I led them to increase their ability to the sentence level. They were driven to collect as much as possible ideas regarding the topic given. In a group of four, students took turn to share their experiences. Most of them had

the same stories. I tried to give input and ideas to their discussion. While one student had their story, other students paid attention and then gave their responses. The responses were mostly about the pronunciation and the content.

I did classroom monitoring while the C did classroom observation by using observation checklist. The aspects being observed were the class activities, students' behavior, teacher's involvement, students' understanding, students' improvement and achievement, problems that grew during the implementation of the actions, and the overall preview of the lesson. I walked around to control the discussion. Sometimes, I should push them to maximize their ability to produce a good story. During the class monitoring, I found grammatical mistakes in students work. Later I asked the class, "Which one is correct, my mother's house or my mother house?" There were only few students who were sure about their answer. So, I reviewed the material about pronoun briefly because they would use that much when they performed a monologue.

I asked some of them to share their experience to the class. They were still using notes. At that time, I tried to encourage students to speak in front of their friends. I asked them not to pay attention about grammatical mistakes or pronunciation. The most important was they wanted to try to speak. But, when a student had a time to share his/her stories, the friends were sometimes laughed at them, not because the story was fun, but they laughed at his/her pronunciation. I warned them not to do that again in the next meeting. I gave feedback on their performances and encouraged them not to worry about making mistakes. A little preview of materials for the next meeting was given. I closed the lesson and said goodbye.

#### **Fn. 05**

**12 March 2014**

**07.00 – 08.40 a.m.**

**Classroom of VIII A**

On the last day of cycle 1, I came at 07.00 a.m. the bell rang at 07.10 a.m. When the bell rang, I entered the class accompanied by my collaborator. I prepared everything that I need in the teaching and learning process, such as marker, laptop, handout, students' attendance list. I opened the class by greeting, asking students' condition, praying, and checking the attendance list. There were no students absent that time.

On that day, we continued with the material about recount text. I reviewed about the materials from the last meeting briefly. I asked them whether they brought the handouts from the last meeting or not. Most of them, almost half of the class, forgot to bring it. I told them that at least there was a handout in each desk.

In this meeting, they had to arrange their ideas they had written yesterday in good order so it could be understood. I guided them by doing classroom monitoring. While monitoring class activities, I asked them what story they made. Through question and answer, the students practiced in delivering their ideas. In this way, I could also observe their progress in speaking and

gave them correction on the spot if necessary. I corrected their grammar by remind them about the material I gave them from the last meeting. Some of them said that they forgot to bring their handouts. The C was observed the classroom observation. Sometime, she helped me to calm down the class. In the end of the lesson I asked them to share their ideas to the class. Most of the students still found it difficult. They were hesitant with their utterances. Many English words were pronounced wrongly. I corrected their mistakes concerning their pronunciation, vocabulary, and fluency. I also told them not to be afraid and be confident after the performances. I motivated them to keep try and learn if they want to improve their speaking skills. I closed the lesson by leading the prayer and said goodbye.

#### **Fn.06**

**18 March 2014**

**10.30 – 12.10 a.m.**

**Classroom of VIII A**

On the first meeting of cycle 2, I came at 10.30 a.m. The bell rang at 10.50 a.m. When the bell rang, I entered the class accompanied by my collaborator. I prepared everything that I need in the teaching and learning process, such as marker, laptop, handout, students' attendance list. I opened the class by greeting, praying, and checking the attendance list. All students were present that time. We continued the materials about recount text. I reviewed the material about the function, generic structures, and language features of recount text. In the cycle, I told them that there would be reward for those who did good job during speaking class. The criteria was taken from daily activities, how they respond to the lesson, how was their performance, etc.

On the first day, we still discussed about recount text with different topic. It was "unforgettable memories". The students had to recall their memories in the past. "Do you have any great experiences to share?" I asked them. They replied, "I want to tell about my experience during new year.", "I want to tell about my family.", "I want to tell about the study tour last year." They answered enthusiastically. They had a lot of ideas on their head to talk about.

Since they were already knew the language features and the generic structures of recount text, I did not had to explain it in detail. I just reviewed those materials from cycle 1. I provided new handouts for today's lesson. The content was another example of recount text with the new topic. Students were enthusiastic about the topic.

In order to make their stories easy to understand, first they should arrange their ideas by making word maps containing their activities, the time, the places, the people involved, etc. I gave them paper to draw their maps. I gave example how to maximize their ideas by drawing my own map words. There, I put a lot of language functions such as the use of adjectives, adverbs, pronouns, etc. After that, they tried to make their map. Later, they could make a lot of sentences with those words to be used in their monologue.

They checked the pronunciation of some difficult words and tried to pronounce it correctly. In this cycle, most of the students brought dictionary.



Sometimes, they would ask me how to pronounce the words because they did not understand the phonetic symbols written on the dictionary. A student asked me, "Miss, how do I pronounce this word 'brought'?" I answered it and also gave example with the familiar sound, "It pronounced /brɔ :t/. Just like /tɔ :t/ for taught." "Thank you, Miss."

I did classroom monitoring. Their classroom English were getting better. They confirmed their stories to me if there were any grammatical mistakes. I gave feedback to their works. I closed the lesson by summarized the lesson and gave preview about the materials for the next meeting. I led the prayer and said my goodbye.

#### **Fn. 07**

**19 March 2014**

**07.00 - 08.40 a.m.**

**Classroom of VIII A**

On the second meeting, I came at 07.00 a.m. The bell rang at 07.10 a.m. When the bell rang, I entered the class accompanied by my collaborator. I prepared everything that I need in the teaching and learning process, such as marker, laptop, handout, students' attendance list. I opened the class by greeting, praying, and checking the attendance list. All students were present that time. We continued the materials about recount text.

On the main activities, first I checked students' work on the map words they had made in the previous lesson. All students had completed their tasks. They also provided their ideas into sentences. A student asked me the name of the rides in playground. I told them that if it was a name of a thing or place, it was okay to use it as the way it was. They did not have to translate it to English words. Next, I should help them to arrange their ideas into text. I did classroom monitoring and sometimes I gave my opinions about their story. When they completed the task, they tried to exchange their story with their partner. I gave my opinion on their work such as, "Arrange your ideas according to the time order and try to put adjectives to this noun. It sounded too boring if you said it like that." I reminded them about the language functions used in recount text.

In this phase, each student checked others' pronunciation and expression. They gave feedback before they had to share their experiences in front of the class. They prepared their speaking performances well. Each student tried their best in delivering their experiences. They were allowed to bring their map word to help their performance kept on track. The effect of reward was amazing. The situation in the classroom during cycle 2 was really different from cycle 1. Most of them tried to be active in the teaching and learning process. Students were doing their best in group and individual activities since I would give them reward. They were enthusiastic about the tasks given. They used English to answer my questions.

In the end of the lesson, I gave them feedback on their preparation of the performance and motivated them to be more serious about their academic life. I closed the lesson by saying a prayer and goodbye.

**Fn. 08****25 March 2014****10.40 – 12.10 a.m.****Classroom of VIII A**

On the last meeting of cycle 2, I came at 06.30 a.m. The bell rang at 07.10 a.m. When the bell rang, I entered the class accompanied by my collaborator. I prepared everything that I need in the teaching and learning process, such as marker, laptop, handout, students' attendance list. I opened the class by greeting, praying, and checking the attendance list. All students were present that time.

I checked the students' tasks. Before they made their performance, I asked them about their readiness. "Are you ready to share your experience in front of the class?" "Yes miss, but I am so nervous. I am afraid if I make mistakes during the performance. You would not scold us. Aren't you?" A student replied. They were worried if I would scold them if they made mistakes. I encouraged them not to be afraid. Students were given time about 15 minutes to finish their task on arranging their ideas into a great order. After that, I checked their works to make sure they did not make any mistakes.

The students did their performance well. Some of them even tried to use body language to express their feeling toward their stories. Some others were maximized class properties to support their ideas. While a student did a performance, others were paid attention. Sometimes, they gave comment to some interesting stories. The collaborator observed the class and gave scores to the students' performances.

In the end of the class I gave feedback on their performances. Then I also motivated them to keep learning and to love English if they wanted to master it.

**Fn. 09****26 March 2014****06.50 – 08.40 a.m.****Classroom of VIII A**

I arrived at school at 06.50 a.m. Today was the last day for my research. I prepared everything I needed to conduct a post-test. I checked my scoring rubric, recorder, marker, paper, and notebook and made sure that it worked well. When the bell rang at 07.10, the teacher and I entered the class. The students were nervous because today was their performance day. I would give them score to measure their speaking ability for the last time.

I opened the class by saying greeting, then led the prayer and checked the attendance list. Luckily, in the post-test there were no students absent. So, the test would run as planned. There were 36 students participated on the post-test. To encourage them, I talked to them as usual, asking about their activities that week, how were they felt. I gave them 10 minutes extra to prepare their performances. They maximize that time by checking their note and remembered their stories.

The collaborator was ready with her speaking rubric. The performance

was started. I recorded their performance by using video recorder. I called their student's number randomly. Those who were called should be ready for the performance. In the post-test, the students did not do it as well as their performances in cycle 2. They looked nervous. Sometimes, I had to remind them about their notes because they seemed to lose control. As there were more students who finished the performances, the rest started to feel relax. They did not panic or anxious. I did not give feedback on their performance because it would cause interruption on their concentration. Either way, the other students were busy prepared their performances.

The students cheered on the performers. They gave applause to support their friends. The students finished their post-test. "Okay, good job everyone. You did amazing on your test, only a few who made a little mistake. But overall, there were progress from your pre-test." I reviewed their performance a little because the time was over. Well, class is off. Thank you for today. I am sorry if I have mistakes during my research in your class. I hope we'll be in touch after all this end. If you have any problems concerning the English learning, please contact me anytime." I left the class by saying goodbye.

After the class was finished, I had discussion with the English teacher about the students' performance in the post-test.

## INTERVIEW TRANSCRIPT

### IT.01/Before the implementation

**R: The researcher**

**T: The English teacher**

**15 December 2013**

- R: Excuse me ma'am, can I have a moment? I want to have interview about the teaching and learning process of English in class VIII.  
*(Permisi ibu, bisa minta waktunya sebentar? Saya ingin wawancara sama ibu, tentang kegiatan belajar mengajar mata pelajaran Bahasa Inggris di kelas VIII.)*
- T: Of course. Lets go to library. We can have conversation there.  
*(Oh iya, kita ke perpustakaan ya. Ngobrolnya disana aja.)*
- R: Okay, first thank you for the time. Ee, I am curious about the students' speaking ability. How are the students' speaking skills in class VIII?  
*(Baik bu, terima kasih banyak ya bu. Ee, saya ingin tanya tentang kemampuan berbicara siswa. Bagaimana kemampuan speaking siswa-siswa kelas VIII?)*
- T: Most of the students had difficulties in English subject, especially speaking. Their speaking skills are very low. I barely heard them speak in English during class. Either way, I don't have much speaking class.  
*(Kebanyakan sih siswa kelas VIII masih mengalami banyak kesulitan di mata pelajaran Bahasa Inggris, khususnya speaking. Kemampuan mereka masih sangat rendah. Sangat jarang sekali saya mendengar mereka berbicara Bahasa Inggris selaman pelajaran. Lagi pula, saya jagan jarang mengajarkan speaking skills.)*
- R: What are the students' difficulties in speaking English if I may know?  
*(Kesulitan seperti apa yang mereka alami?)*
- T: They had low confidence and very shy. They were afraid of making mistakes during speaking class although I never scold them. It is hard to make them speak. I should use Bahasa Indonesia to make them understand my instructions. The biggest problem in speaking class is the students are very passive. They won't participate in teaching and learning process if we learn speaking skills.  
*(Mereka itu kurang percaya diri. Masih suka malu-malu. Takut kalau buat kesalahan pas berbicara. Padahal saya juga ngga pernah marahin mereka. Susah untuk memotivasi mereka. Saya harus selalu men-translate biar mereka mudeng apa yang saya katakan. Masalah terbesarnya ya itu, mereka kalau dikelas pasif sekali. Mereka tidak mau partisipasi di kegiatan pembelajaran pas kelas speaking.)*
- R: Oh I see... Have you try different method to make them comfortable in speaking class? Other than you usually do?  
*(Oh begitu.... Ibu sudah pernah mencoba memakai cara yang lain biar mereka lebih suka kelas speaking? Selain yang biasanya ibu terapkan?)*
- T: Not really. There is no LCD Projector in the classroom. It takes much time if we use one in the language laboratory. In addition, they did not need much speaking activity in English test. I focused on their achievement in the semester test, or exam.  
*(Tidak sih, soalnya ngga ada LCD Projector di kelas. Butuh waktu banyak buat pindahin LCD ke kelas atau pindah tempat belajar ke lab komputer. Lagi pula mereka tidak begitu membutuhkan kemampuan berbicara untuk ujian atau tes Bahasa Inggris. Saya lebih fokus ke aspek yang dibutuhkan buat ujian dan tes, seperti writing sama reading.)*
- R: So, you are focused on reading and writing skills?

*(Oh, jadi anda lebih fokus ke reading dan writing skills ya bu?)*

T: Yes, I am. To master those skills, students also had difficulties. If there is enough time, then I teach speaking.

*(Iya mba. Soalnya, untuik bisa membuat siswa bagus di kedua skills itu tuh butuh waktu yang lama juga. Kadang ngga nyandak kalau harrus belajar speaking. Kalau waktunya longgar baru saya ajarkan speaking.)*

R: How is the students' speaking performance in the English class?

*(Bagaimana penampilan speaking mereka pas pelajaran Bahasa Inggris?)*

T: Most of them had problems in speaking performance. Their vocabularies were limited to daily conversation. They were unfamiliar with regular and irregular verbs. Furthermore, they had low self confidence. There were only few of them who had courage to speak in English during classes.

*(Kebanyakan sih masih bermasalah. Vocabularynya sangat terbatas, cuma sekedar greeting, introduction. Ya cuma gitu-gitu aja. Mereka belum hafal kata kerja beraturan dan yang tidak beraturan. Terlebih lagi, mereka kurang percaya diri. Cuma beberapa yang berani tanya atau berbicara di kelas speaking.)*

R: What kind of activities do you think suitable to solve their problem in speaking?

*(Kira-kira, menurut ibu aktivitas apa yang cocok untuk mengatasi masalah mereka?)*

T: I think they need activity which can compel students to speak in English. In cooperative learning, the activities can encourage their thinking and creativity, leads students to develop and practice language, and creates motivation and involvement in the classroom. Yeah, something like that.

*(Menurut saya, sebaiknya mba menggunakan aktivitas yang bisa memaksa mereka buat berbicara. Di cooperative learning, aktivitas- aktivitasnya kan bisa memotivasi mereka. Membantu mereka untuk belajar berbicara, juga meningkatkan keaktifan mereka di kelas. Saya rasa aktivitas itu sangat cocok untuk mengatasi masalah mereka.)*

R: What is your opinion about the use of think-pair-share strategy in the classroom?

*(Oh, begitu. Em, kalau menurut ibu, kalau menggunakan TPS strategy bagaimana?)*

T: That's good. Students can have both individual and group activities. I think that will help the students improve their speaking skills.

*(Ya, itu cukup bagus. Siswa bisa berlatih speaking secara individu maupun kelompok. Saya rasa itu akan meningkatkan kemampuan berbicara mereka.)*

R: Okay, I think it's enough for now. Maybe we can talk later after I start my research on the class. Thank you very much. I'm sorry if it takes you time.

*(Baik bu, saya rasa sudah cukup informasinya. Kapan-kapan kita bisa ngobrol lagi kalau saya sudah mulai penelitiannya.)*

T: It's alright.

*(Oke...)*

## **IT.02/Before the implementation**

**R: The researcher**

**S: The students**

**15 December 2013**

R: Hi, good morning.

*(Hai, selamat pagi.)*

S: Good morning. (Selamat Pagi)

R: Are you busy right now? I want to have conversation concerning the teaching and learning process of English.  
(*Lagi sibu ngga? Pengin ngobrol tentang pelajaran Bahasa Inggris nih...*)

S: No we're not.  
(*Oh iya mba, ngga sibuk kok.*)

R: Well, thank you. First, do you like English?  
(*Oke makasi ya. Pertama, mauntanya nih, kalian suka pelajaran Bahasa Inggris ngga?*)

S1: I am not sure. This subject is so hard for me. I always got bad score in the English class.  
(*Duh, suka ngga ya....ya git deh mba. Kalau menurut saya Bahasa Inggris tuh susah mba. Seringnya nilaiku jelek terus.*)

R: What about you? Do you like English?  
(*Kalau kamu gimana dek?*) suka ngga sama pelajaran Bahasa Inggris?)

S2: Yes, I like English. But same with her, I don't know how to communicate in English. I just like listening to English song or watching Hollywood movies. (*Kalau aku suka mba. Tapi ya sama kaya dia, aku ngga tau gimana caranya komunikasi pake Bahasa Inggris. Saya seneng dengerin lagu sama nonton film Bahasa Inggris.*)

R: Do you like speaking in English? What do you think about it?  
(*Kalau pelajaran Bahasa Inggris pas speaking seneng ngga?*)

S1: No, I am not. I don't know what to say. My vocabulary is very limited. I am fine with reading but not speaking and other skills.  
(*Duh, kalau speaking saya ngga suka mba. Bingung apa yang mau diomongin. Kata-katanya susah diapalin. Kalau membaca sih ngga apa- apa tapi kala berbicara susah mba.*)

S3: I don't like speaking class. I like English, but not speaking. I have no confidence in speaking at all. Besides, the teacher only uses LKS and textbook. It is not interesting.  
(*Saya juga ngga suka mba. Suka Bahasa Inggris tapi ngga suka ngomongnya. Ngga PD, takut salah. Lagi pula, guru Bahasa inggrisnya kalau ngajar sukanya cuma pakai LKS sama buku mba. Jadi ngga nyenengin.*)

R: What about you?  
(*Kamu juga kaya gitu?*)

S4: Emm, I don't know. I have a lot of problems in English, especially speaking. I am ashamed if I make mistakes when I speak. I do not know many English words. I have to open my dictionary all the time.  
(*Emmm, gimana ya mba. Saya banyak mengalami kesulitan waktu belajar Bahasa Inggris, apalagi speaking skills. Saya takut kalau buat salah pas ngomong. Saya ngga tau banyak kata-kata di Bahasa Inggris. Kalau mau ngomong, nulis, atau baca harus lihat ke kamus dulu.*)

R: And you?  
(*kamu gimana dek?*)

S2: I like English. Sometimes I listened to English song. It was fun even though I do not know the meaning. It is hard for me to speak in English, even the simplest one like greeting. I usually do not get what my teacher trying to explain.  
(*Kalau saya sih suka-suka aja mba. Kadang saya dengerin lagu-lagu Inggris. Nyenengin walaupun ngga gtau artinya. Kalau speaking skills sih saya juga ngga*

*bisa mba. Yang paling gampang kaya ngucapin salam aja masih suka lupa mba. Biasanya ngga mudeng sama apa yang dijelasin gurunya kalau ngga ditranslate.)*

R: Most of you have do not like speaking class. Do you have any difficulties in speaking English? What are they?

*(Oh gitu ya, jadi kebanyakan dari kalian ngga suka kelas speaking? Kesulitan kalian itu sebenarnya apa saja sih?)*

S3: Yes, I have a lot of problems in English class. The teacher only paid attention to smart students. I barely follow the activities in the teaching and learning process because I kind of feel left behind.

*(Banyak banget mba. Guru Bahasa inggrisnya tuh lebih perhatian sama siswa yang pinter aja. Saya jadi minder dan ngerasa selalu ketinggalan materinya. Yang lain udah pada paham tapi saya ngga paham-paham.)*

R: Okay, so you have a lot of problems in speaking English, right?

*(Oh, jadi itu masalahmu ya?)*

S: Yes, miss.

*(Iya mba.)*

R: Why don't you ask the teacher to repeat the explanation when you didn't understand the materials?

*(Terus kenapa ngga tanya gurunya buat ngulang penjelasannya kalau kamu belum paham?)*

S3: I am too shy to speak during English classes. I am afraid if my friends think that I am stupid, because all of them seem to understand the teacher's explanation well.

*(Malu mba kalau au ngomong. Takutnya malah teman-teman berfikir kalau saya itu bodoh. Mereka kelihatannya sudah paham semua.)*

R: What about you? Do have any difficulties in English class?

*(Kamu gimana? Kamu juga punya kesulitan?)*

S4: of course, I do. For me, if I don't understand the teacher's explanation, I would ask my friend about the instruction. She is smarter than me. My biggest problem in learning English is that I have low confidence. I am afraid if I made mistakes my friends would laugh at me. So, I keep quit and silent during class. I hope that the teacher would never ask me any questions.

*(Iya mba, saya juga banyak malah dikelas. Kalau saya, saya ngga mudeng penjelasan guru. Tapi biasanya saya tanya ke teman sebangku saya soalnya dia lebih pintar. Masalah lainnya yaitu saya itu orangnya ngga PDan mba. Takut kalau ngomongnya salah tar teman-teman bakal ngetawain. Jadinya ya diem aja selama kelas Bahasa Inggris. Saya berdoa semoga bu guru ngga pernah nanya-nanya ke saya.)*

R: Which one do you prefer in speaking class, individual or group activity?

*(Dipelajaran Bahasa Inggris, kalian lebih suka kalau belajar kelompok atau sendiri-sendiri?)*

S2: I like group activities.

*(Lebih enak yang kelompokan mba.)*

S3: So do I.

*(Sama mba, aku juga sukanya kelompokkan)*

S1: Me too.

*(Saya juga mba..)*

R: why do you prefer group activity?

*(Kenapa lebih suka kelompok?)*

S4: In group, we could share our work. It also doesn't make me nervous as individual

work. For example, if we have speaking performance in group, all the attention would go to all of members in the group. But, if it's individual activity, I'll have all the eyes on me.

*(Soalnya, kalau kerjanya kelompok itu kita bisa bagi-bagi ide. Kita juga ngga takut. Misalnya pas disuruh maju, kalau kelompokan kan yang lain ngliatinnya ngga cuma tertuju ke kita thok mba. Beda sama tugas individu.)*

R: What about having group activity first then continue with individual activity?

*(Kalau awalnya kelompokan dulu terus abis itu sendiri gimana? Masih takut juga ngga?)*

S3: Well, if that is the case. I think it's okay, since I have time to discuss it with my group. At least, I know my mistakes before doing individual activity.

*(Yah, kalau seperti itu saya sih ngga apa-apa mba. Soalnya kan udah ada waktu buat diskusi, jadi salahnya ngga banyak.)*

R: So, do you agree with the combination of group and individual activities?

*(Oke, jadi kalian setuju ya kalau tugasnya kelompokan sama individu.)*

S2: Yes, I agree. Sometimes, when we were having group work, there were students who didn't participate in the process. It is not fair for other members of the group because we will get the same score even we made different effort.

*(Iya mba, setuju banget. Kadang tuh kalau tugas kelompok ada aja anggota kelompok yang ngga ikut ngerjain. Kan ngga adil soalnya tar nilainya sama padahal dia ngga ikut ngerjain.)*

R: Thank you for today. Maybe we can talk again after I teach in your class.

*(Oke, makasi ya buat hari ini. Besok kalau mba udah ngajar dikelas kalian, kita bisa ngobrol-ngobrol lagi.)*

S: Alright miss, we'll wait.

*(Oke mba, ditunggu ya...)*

### IT.03/After the implementation/Cycle 1

**R: The researcher**

**T: The English teacher**

**11 February 2014**

R: What is your opinion about the implementation of the think-pair-share strategy today?

*(Bagaimana pendapat anda tentang penerapan think-pair-share strategy pada pembelajaran hari ini?)*

T: It's pretty interesting. Usually the students did not use classroom English. They were shy. But today, I think they show a little improvement. If you use this technique, I believe that the students will be more confident. When they were doing group activities, they talked a lot, even though they spoke in Bahasa Indonesia a lot. I think you should pay attention on their individual work. They were no used to it, you know.

*(Cukup menarik. Biasanya siswa tidak menggunakan classroom English. Mereka itu pemalu. Tapi tadi, saya lihat mereka sudah ada kemajuan. Kalau mbak pakai teknik ini di kelas speaking, saya yakin siswa-siswa akan lebih percaya diri. Waktu mereka melakukan kegiatan yang berkelompok itu, mereka jadi berani ngomong, walaupun kebanyakan pakai Bahasa Indonesia. Saya rasa, mba desi harus lebih fokus ke kegiatan individunya. Soalnya mereka belum terbiasa sama kegiatan itu*



*pas speaking.)*

R: Alright, I will take care of it in the next meeting. Anything else you want to add about the implementation of think-pair-share strategy?

*(Oh baik, saya akan lebih perhatikan kegiatan individu mereka di pertemuan besok. Apakah ada lagi yang ingin ibu sampaikan tentang penerapan think-pair-share strategy. Mungkin ibu mau menambahkan atau memberi masukan.)*

T: That's enough. Just make sure they would make improvement in both individual and group activities.

*(Saya rasa sudah cukup baik. Hanya saja nanti kegiatan individu dan kelompoknya lebih dimonitor lagi. Biar sama-sama ada peningkatan.)*

R: What do you think about the activities?

*(Menurut ibu, bagaimana kegiatan di kelas tadi?)*

T: Quite fun. I use textbook for the materials because I didn't have much time to browse learning resources from the internet. The students enjoy the materials from the handout since the content is different from what they often got from textbook.

*(Terlihat menyenangkan ya. Biasanya saya cuma pakai buku paket buat ngajar. Soalnya tidak punya banyak waktu buat cari materi lain dari internet. Siswa-siswa sepertinya senang mendapat materi baru dari handouts. Isinya beda dari yang biasanya mereka pelajari dari buku atau LKS.)*

R: Well, do you think this action gives advantages in their learning?

*(Apakah menurut ibu kegiatan yang saya berikan member manfaat pada pembelajaran Bahasa Inggris mereka?)*

T: Yeah. They were motivated and didn't feel pressured.

*(Ya jelas. Mereka lebih termotivasi dan sepertinya tidak merasakan tekanan atau stress.)*

R: What do you think about the interaction between the teacher and the students during the teaching and learning process?

*(Menurut anda bagaimana interaksi guru dengan para siswa waktu proses pembelajaran tadi?)*

T: It's good enough. It could be better if the teacher could manage the interaction with all students, because some students were still shy to ask directly. Maybe the teacher should make the first move.

*(Cukup bagus, tapi alangkah baiknya kalau mba bisa berinteraksi dengan semua siswa secara menyeluruh. Karena beberapa siswa masih malu-malu untuk bertanya secara langsung. Sebaiknya guru yang mendekatkan diri pada mereka terlebih dahulu.)*

R: I have difficulty in controlling time allocation. I think if I check all of their works, I will take too much time. So, I just make a little monitoring. Do you have any suggestion on this matter?

*(Bu, saya masih merasa kesulitan untuk mengontrol alokasi waktu. Saya piker, kalo saya harus mengecek semua kegiatan siswa satu per satu, waktunya tidak akan cukup. Jadi kadang saya hanya memonitor mereka secara tidak langsung. Apakah ibu ada saran untuk saya?)*

T: Okay, if that is the case, maybe you should encourage the students more. If they have anything to ask, they were not shy anymore.

*(Oh, kalau begitu masalahnya, mungkin mba bisa memberi motivasi lebih kepada siswa. Kalau mereka ada sesuatu yang belum jelas, jangan sungkan untuk bertanya langsung. Tidak usah menunggu mba melakukan class monitoring.)*

R: Thank you. I'll think about it again. Do you think the students are motivated and

confident in speaking using English?

*(Terima kasih ibu. Saya akan mempertimbangkan usul ibu. Apakah menurut ibu para siswa sudah lebih termotivasi dan percaya diri untuk berbicara dalam Bahasa Inggris?)*

T: Yeah. It is so hard to make them motivated in learning speaking because they think that English is difficult. With that perspective, they have no interest and unmotivated to learn. They were always afraid of making mistakes. But now, they seem enjoying the speaking class.

*(Ya, kadang-kadang susah sekali bu biar siswanya itu lebih termotivasi untuk belajar speaking. Soalnya mreka sudah keburu beranggapan bahwa Bahasa Inggris itu sulit. Dengan pandangan yang seperti itu, mereka tidak merasa tertarik dan termotivasi untuk belajar. Mereka selalu takut kalau mebuat suatu kesalahan. Tapi, saya lihat sekarang mereka sudah mulai merasa senang dengan kelas speaking.)*

R: I tried to change students' perspective about English. I want them to see English as fun and interesting and nothing to be afraid of. It is not work well. Some of them still have that thought.

*(Saya sudah mencoba untuk mengubah cara pandang siswa tentang Bahasa Inggris sedikit demi sedikit. Saya ingin mereka beranggapan bahwa Bahasa Inggris itu mudah dan menyenangkan dan tidak ada yang perlu ditakutkan. Tapi ini tidak berjalan lancar. Beberapa siswa masih ada yang beranggapan bahwa Bahasa Inggris itu sangat sulit.)*

T: It takes time to make it work. Just don't give up.

*(yah, semuanya butuh waktu mbak desi. Tidak bisa instan. Ya, jangan menyerah. Tetap beri dorongan dan motivasi kepada mereka.)*

R: Okay, What are your suggestions for the next lesson? I mean to make them more enthusiastic about the English speaking lesson.

*(Baik ibu. Untuk pertemuan selanjutnya, apakah ibu ada saran agar siswanya itu lebih antusias belajar Bahasa Inggris?)*

T: Maybe, you could come up with different topic or bring some interesting pictures to increase their imagination of the topic.

*(Mungkin mba bisa ganti topiknya dengan yang lebih menarik lagi. Kalau tidak, teks-teks yang diberikan lebih banyak gambarnya biar siswa bisa mengembangkan imajinasinya dari gambar-gambar tersebut.*

R: Okay ma'am. Thank you for your suggestion. I will make the handout more engaging. Well, thank you for today ma'am. See you next meeting.

*(Baik ibu. Terima kasih atas sarannya. Saya akan memperbaiki isi handouts untuk materi berikutnya agar lebih menarik. Baik, itu saja bu. Terima kasih banyak untuk waktunya. Sampai jumpa di pertemuan berikutnya.)*

#### **IT.04/After the implementation/Cycle 1**

**R: The researcher**

**S: The students**

**11 February 2014**

R: Good afternoon. Can I have you time. I'd like to have interview with you guys.  
*(Selamat siang dek. Ada waktu luang ngga? Saya mau wawancara sebentar.)*

S: Okay miss. It's okay. We are still waiting for extracurricular.  
*(Oh iya mba, ngga apa-apa. Kita masih nungguin jam ekstrakurikuler kok.)*

R: What time it is started?

- (Jam berapa mulainya?)*
- S1: At 2.00 pm miss.  
*(Jam 2 mba.)*
- R: Well, okay then. I just want to have conversation with you. Don't be nervous. We will talk about today's activities. You can tell me everything. First, what do you think about today's activities?  
*(Oke, mba cuma kepengin ngobrol sama kalian. Ngga usah grogi. Mau tanya-tanya tentang kegiatan pembelajaran tadi. Kalian bisa cerita apa aja. Pertama, bagaimana menurut kalian kegiatan dikelas tadi?)*
- S4: It was fun. I think I am not that shy anymore. I used to feel really nervous when I performed. It feels like everybody's watching me. But now, I am a little bit more confidence.  
*(Asik kok mba. Saya udah ngga terlalu malu lagi. Biasanya tuh kalo mau perform suka grogi. Rasanya kaya jadi bahan tontonan. Tapi sekarang, saya sudah lebih percaya diri.)*
- R: Really. I'm happy to hear that.  
*(Benarkah? Bagus itu.)*
- S3: Yes miss. I like today's activities. It was not boring at all.  
*(Iya mba, saya suka kegiatan hari ini. Ngga ngebosenin.)*
- R: Are you happy on the implementation of think-pair-share strategy on your speaking class?  
*Kalian suka sama penerapan think-pair-share strategy pada kelas speaking?*
- S2: Yes, I am. We had time to prepare our ideas before sharing it to friends. So, I could check my pronunciation on dictionary first.  
*(Suka mba, soalnya kita dikasih waktu buat mikir dulu. Ngga langsung tiba-tiba suruh ngomong ke seluruh kelas. Jadinya bisa ngecek pronunciation di kamus dulu.)*
- S1: Yes, of course. I am happy because I can exchange ideas with my friends. They gave me suggestion while we were having discussion.  
*(Iya mba, saya juga suka soalnya bisa diskusi sama temean-teman. Kita saling ngasih masukan.)*
- R: Are there any suggestions about the activities or topics that you like?  
*(Apa kalian punya masukan tentang topic atau kegiatan yang kalian suka untuk pertemuan berikutnya?)*
- S3: I am happy about the topic today. I had a lot of ideas on my head. I hope yesterday we could come up with more interesting topic.  
*(Saya suka topikny hari ini mba. Saya punya banya cerita buat diceritain. Tapi saya harap besok topikny lebih menarik dari yang ini.)*
- R: Are you confident enough to communicate using English?  
*(Apakah kalian sudah cukup PD buat ngomong pake Bahasa Inggris?)*
- S4: No, I am not. I still feel awkward when speak in English. I am not used to it.  
*(Belum mba, saya masih ngerasa aneh kalau ngomong pake Bahasa Inggris. Belum terbiasa.)*
- R: In what way, if I may know?  
*(Bagian mana anehnya kalau boleh tau?)*
- S4: I am still not fluent in English. I need time to think what I have to say. If I couldn't find English word I want to say, I feel frustrated. I get flustered.  
*(Ya itu, saya belum lancar ngomongnya. Harus mikir lama buat ngomong. Apalagi kalau ngga tau Bahasa Inggrisnya kata yang mau saya pake, jadi tambah grogi*

deh.)

R: Are you motivated to be able to communicate using English? Even you are not fluent yet?

*(Apakah kalian sudah termotivasi untuk berkomunikasi menggunakan Bahasa Inggris? Walaupun belum lancar?)*

S2: Yes, I am. I want to have friends from other countries. If I am not fluent in English, there will be no communication then.

*(Iya dong mba. Saya kepengin punya teman dari luar negri. Kalau ngga bisa ngomong Bahasa Inggris ya ngga bisa komunikasi.)*

R: Wow, that's great. And you?

*(Wow, hebat kamu. Kalau kamu gimana dek?)*

S1: It's same with her. Listening to someone speak in English make me want to be able to speak in English too. It's so cool if I can speak in English. Not just good morning and good bye. Hehehe....

*(Ya kurang lebih sama mba. Kalo denger orang ngomong pake Bahasa Inggris tuh saya jadi kepengin bisa juga. Rasanya keren gitu kalo bisa Bahasa Inggris. Ngga cuma good morning and good bye. Hehehe....)*

R: Did you understand the teacher explanation when she explained the materials in English?

*(Pas pelajaran, kalian mudeng ngga kalo gurunya neranginnya pake Bahasa Inggris?)*

S3: I did not fully understand miss. Sometimes I did, but I did not know how to respond in English.

*(Kalo aku ngga begitu mudeng sih mba. Ya kadang-kadang aja mudengnya, tapi tetep aja ngga tau cara ngeresponnya.)*

R: What about you?

*(Kalau kamu gimana?)*

S4: Me too, miss. I did not understand but I felt shy to ask to the teacher. That is why I asked my friend instead.

*(Saya juga mba. Saya suka ngga mudeng. Tapi malu kalau mau tanya ke mba. Makanya saya lebih mending tanya ke teman sebangku saya dari pada tanya ke guru.)*

R: Emmm, why don't you just ask using Bahasa Indonesia?

*(Emmm, kenapa ngga tanya pakai Bahasa Indonesia aja? Kan ngga apa-apa to?)*

S4: I am shy miss.

*(Malu mba..)*

R: Why?

*(Kenapa malu?)*

S4: Because someone might think that I am stupid.

*(Soalnya takut kalo ada yang mikir aku tu bodoh. Masa gitu aja ngga mudeng.)*

R: Next meeting, if you have something that you do not understand, just ask me. Don't be shy.

*(Besok-besok kalo ngga mudeng tanya aja ya. Dari pada diem aja eh pas ngerjain salah kan malah repot. Ngga usah malu.)*

S: Okay miss.

*(Iya mba.)*

R: Do you find any difficulties during English speaking class, besides being shy?

*(Kalian ngerasa kesusahan ngga pas belajar speaking? Selain malu tentu saja.)*

S2: Yes miss. I really want to participate in the class activities. But, I often did not

know what to say. I did not know the pronunciation of the English words I wanted to say.

*(Iya mba. Saya tuh sebenarnya kepengin aktif di kelas. Tapi kadang saya ngga tau mau ngomong apa. Ngga tau pronunciation kata-kata yang pengen aku omongin.)*

S3: So do I miss. I am afraid if my friends will laugh at me when I make mistakes. My grammar is awful. So I'd rather stay silent.

*(Saya juga mba. Takutnya malah teman-teman ngetawain saya kalo saya melakukan kesalahan. Grammar saya juga amburadul. Jadi saya lebih memilih diam.)*

R: What did you do when you find difficulties in understanding the material given?

*(Apa yang kamu lakukan kalo kamu ngga mudeng sama penjelasan yang diberikan guru?)*

S1: I am afraid to ask to the teacher, so I keep silent. I looked around, checking what my friends were doing.

*(Ya takut kalo mau tanya langsung ke mba. Jadi saya diem aja. Biasanya saya lihat teman-teman yang lain lagi ngapain. Saya ngikut aja.)*

S4: For me, I asked my friend or when the teacher was doing classroom monitoring, I asked her.

*(Kalo saya, saya lebih milih buat tanya teman sebangku mba kalau ngga, pas mba muter buat ngecek kegiatan kita, saya baru berani tanya langsung.)*

R: What do you think about the handouts? Does it helpful for your English learning?

*(Menurut kalian, handout yang di kasih waktu awal pelajaran membantu kalian ngga?)*

S2: Yes, of course. I usually got materials only from LKS and textbooks. Sometimes, I did not understand the contents because most of the subjects in the textbooks were too hard for me.

*(Iya mba. Biasanya kan kita dapet materi cuma dari buku paket sama LKS. Itu pun kadang ngga ngerti isinya soalnya contoh-contoh teks di buku paket susah-susah.)*

R: Do you bring dictionary?

*(Bawa kamus ngga kalo pelajaran Bahasa Inggris?)*

S1: No miss, it's too heavy. Hehehe..

*(Ngga mba. Berat. Hehehe...)*

R: Maybe you should bring your dictionary starting at the next meeting. So you can check the words you do not know or you may ask me directly.

*(Mulai minggu besok bawa kamus ya. Biar kalo ngga paham materi yang ada di handout bisa cari artinya dikamus. Syukur kalo berani tanya langsung sama mba.)*

S: Siip miss, I will bring my dictionary next week.

*(Siip mba, besok saya bawa kamus deh.)*

R: Okay, good. Well, thanks for your time. It's almost 1. Get prepared for your extracurricular.

*(Okay, siip kalo gitu. Udah hampir jam 1. Sana siap-siap buat ekstrakurikuler.)*

**IT.05/After the implementation/Cycle 2**

**R: The researcher**

**T: The English teacher**

**19 February 2014**

R: What is your opinion about the implementation of the think-pair-share strategy in this cycle?

*(Bagaimana pendapat anda tentang penerapan think-pair-share strategy pada pembelajaran hari ini pada cycle 2 ini?)*

T: It's more exciting than cycle 2. Students' classroom English was better, they used to it now. There were just a very few students who still shy to express their ideas. There was significant improvement on students speaking skills. In comparison to the cycle 1, their achievements on speaking aspect were improved. With the implementation of this action, I believe that students have built their confidence. In the share phase, students were so relax. They did enjoy their own performance. It's good. The use of Bahasa Indonesia is reduce.

*(Lebih menyenangkan dari pada waktu di cycle 1 mba. penggunaan classroom English sudah lebih baik, soalnya mereka sudah terbiasa. Hanya sedikit sekali siswa yang masih malu-malu untuk mengutarakan idenya ke teman-teman. Tapi kemampuan berbicara mereka ada peningkatan yang cukup signifikan. Kalau dibandingkan dengan pencapaian mereka di cycle 1, pencapaian di cycle 2 sudah meningkat. Dengan teknik, saya yakin para siswa sudah mulai percaya diri. Pada tahap share ini, siswa-siswa lebih santai dan tenang. Mereka menikmati proses pembelajarannya. Itu bagus sekali. Penggunaan Bahasa Indonesia juga sudah berkurang banyak.)*

R: Alright, I will take care of it in the next meeting. Anything else you want to add about the implementation of think-pair-share strategy?

*(Oh baik, saya akan lebih perhatikan kegiatan individu mereka di pertemuan besok. Apakah ada lagi yang ingin ibu sampaikan tentang penerapan think-pair-share strategy. Mungkin ibu mau menambahkan atau member masukkan.)*

T: That's good. The students were doing individual and group activities well. They didn't seem to have any problem.

*(Sudah cukup baik mba. Para siswa mengerjakan tugas individu dan kelompok dengan baik. Sepertinya sudah tidak ada masalah.)*

R: What do you think about the activities?

*(Menurut ibu, bagaimana kegiatan di kelas tadi?)*

T: It was good. Students were motivated enough since they heard that there would be reward rewarded to the best performer. They did try hard on their tasks, individual or group. They became more active in learning activities.

*(kegiatannya sudah bagus ya mba. Siswa lebih termotivasi dengan adanya pemberian reward untuk siswa yang paling aktif dan bagus. Mereka berusaha keras untuk mengerjakan tugas-tugas mereka, baik individu maupun kelompok. Mereka menjadi lebih aktif mengikuti kegiatan pembelajaran)*

R: Well, do you think this action gives advantages in their learning?

*(Apakah menurut ibu kegiatan yang saya berikan memberi manfaat pada pembelajaran Bahasa Inggris mereka?)*

T: Of course. They have improved a lot in speaking skills. Not only improved the speaking aspects, but also their confidence, motivation, and passion to learn

English. They looked so different from the first meeting.

*(tentu mba. Mereka mengalami peningkatan yang sangat signifikan pada kemampuan berbicara mereka. Mereka meningkat tidak hanya pada speaking aspects, tetapi juga kepercayaan diri, motivasi, dan keinginan mereka untuk belajar Bahasa Inggris. Mereka sangat berbeda dibandingkan dengan pertemuan pertama dulu.)*

R: What do you think about the interaction between the teacher and the students during the teaching and learning process?

*(Menurut anda bagaimana interaksi saya dengan para siswa waktu proses pembelajaran tadi?)*

T: It's good. The teacher interacts with all students by doing classroom monitoring. Students also were not afraid anymore to ask for explanation if they did not understand the materials. Students had many opportunities in speaking practices, while the teacher guided and motivated them.

*(Sudah bagus mba. Guru berinteraksi dengan semua siswa lewat classroom monitoring. Siswa tidak takut-takut lagi untuk bertanya dan meminta penjelasan ulang kalau mereka belum paham materinya. Mereka punya banyak kesempatan untuk melatih kemampuan berbicara mereka sedangkan guru bisa membimbing dan memotivasi mereka.)*

R: Do you think the students are more motivated and confident in speaking using English?

*(Menurut ibu, apakah para siswa sudah lebih termotivasi dan percaya diri untuk berbicara dalam Bahasa Inggris?)*

T: Yeah. It's getting better from meeting to meeting. They feel more familiar with classroom English. They did not afraid of making mistakes because their friends did not laugh at their mistakes anymore. They helped each other to correct their mistakes. The teacher does not have to translate everything she said in Bahasa Indonesia anymore. They did great in their performance.

*(Yah, kemampuan mereka terus meningkat dari pertemuan 1 sampai sekarang. Mereka sudah mulai terbiasa dengan penggunaan classroom English. Mereka sudah tidak takut kalau membuat kesalahan dalam berbicara, soalnya teman-teman tidak menertawakan kesalahan mereka lagi. Mereka saling bant satu sama lain untuk mengoreksi penampilan masing-masing. Guru juga tidak harus menerjemahkan semuanya ke Bahasa Indonesia lagi. Mereka sudah cukup bagus saya kira.)*

R: Could you explain more about your opinion on students' improvements. In what aspect they did most improvement? What aspect they still had problem?

*(Bisa tolong lebih dijelaskan lagi bu, bagaimana peningkatan mereka menurut ibu. Aspek apa saja yang meningkat cukup baik? Dan mana yang kira-kira masih perlu ditingkatkan?)*

T: I think they did improve in all aspects of speaking, even the percentage of each aspect do not same. They improved their fluency, vocabulary, pronunciation, comprehension, and grammar since they did a lot classroom English. But, for certain aspects they did not improve as much as other aspects, for example their grammar. There is improvement, for sure, but not as much as fluency and others.

*(Menurut pendapat saya, mereka mengalami peningkatan di semua aspek speaking, walaupun prosentase setiap aspek tidak sama. Fluency, vocabulary, pronunciation, comprehension, dan grammar mereka menjadi lebih baik karena mereka sudah terbiasa menggunakan classroom English. Tetapi, untuk aspek tertentu, peningkatannya tidak signifikan seperti aspek lainnya, contohnya grammar. Ada*

*peningkatan tentunya, tetapi tidak sebanyak aspek yang lain.)*

R: Okay, thank you for today. We will make it again on the next meeting. Please inform me if there is something I can do for the class.

*(Baik bu, terima kasih banyak untuk bantuannya hari ini. Besok kita akan ngobrol lagi setelah selesai post-test. Kalau ada apa-apa yang bisa saya bantu untuk kegiatan pembelajaran, ibu bisa menghubungi saya.)*

T: Okay, you are welcome. For the post-test I'll ask for extra time from other teacher because it will take much time. I'll inform you about the schedule.

*(Oke, sama-sama. Oh iya mba, untuk post-testnya saya akan coba tanyakan ke guru lain untuk kelas pengganti ya. Soalnya ini butuh waktunya tgidak cukup 2 jam pelajaran. Nanti saya hubungi mba kalo sudah pasti jadwalnya.)*

R: Sure ma'am, thank you very much.

*(Tentu bu, terima kasih banyak.)*

#### **IT.06/After the implementation/Cycle 2**

**R: The researcher**

**S: The students**

**19 February 2014**

R: Hey, Good afternoon. Can I have you time. I'd like to have interview with you.

*(Selamat siang dek. Ada waktu luang ngga? Saya mau wawancara sebentar.)*

S: Ofcourse Miss Desy. It's okay. We are free now.

*(Oh iya mba, ngga apa-apa. Kita lagi ngga ada kerjaan kok.)*

R: Well, okay. I just want to have conversation with you about today's activities. Can you tell me what do you think about today's English learning activities? Was it fun or boring?

*(Oke, mba cuma kepengin ngobrol sama kalian tentang kegiatan tadi. Kalian bisa cerita apa aja tentang pembelajaran Bahasa Inggris. Apakah menurut kalian kegiatannya menyenangkan atau membosankan?)*

S4: It was fun. I enjoy the learning atmosphere. Now, we got more time to practice our speaking skills. We've learn about the generic structure and language features of recount text. Now I think finally got your explanation. I feel excited on performance task, fell challenged.

*(Asik banget mba. Aku suka suasana belajarnya. Sekarang kita punya banyak kesempatan buat latihan bicara pake Bahasa Inggris. Kita udh belajar tentang generic structures dan language features dari cycle 1. Sekarang akhirnya aku benar-benar paham tentang materinya. Aku suka pas performance task, ngerasa tertantang gitu.)*

R: Wow, that's good. I am happy on your improvement. What about you?what do you think about today's activities? Was it fun too?

*(Benarkah? Bagus itu. Saya senang dengan peningkatan kamu. Menurut kalian bagaimana kegiatannya tadi? Apa menurut kamu menyenangkan juga?)*

S3: Yes, of course miss. I love today's activities. The topic was interesting. I had a lot of ideas to pick.

*(Iya mba, saya suka kegiatan hari ini. Ngga topiknya juga menarik. Saya punya banyak cerita kalau topiknya itu.)*

R: Are you happy on the implementation of think-pair-share strategy on your speaking class?

*Kalian suka sama penerapan think-pair-share strategy pada kelas speaking?*



- S2: Yes miss. We've got better in understanding recount text. So, we have more time to arrange our ideas and check the pronunciation and grammar.  
(*Suka mba. Kita udah paham materi tentang recount text. Jadikita punya banyak waktu buat menyusun ide kita sambil ngecek pronunciation dan grammar.*)
- R: What about you?  
(*Kalau kamu gimana?*)
- S1: Me too miss. In group discussion, I heard a lot of fun stories from my friends. We were laughed. I am so happy. This learning activity did not seem I learnt at all. Our English were still messed up but I enjoy it very much.  
(*Saya juga mba. Saya banyak dapet cerita yang seru-seru dari teman sekelompok. Kita ketawa-ketiwi. Saya senang sekali. Rasanya kaya kita lagi ngga belajar tapi tukeran cerita pake Bahasa Inggris. Walaupun bahasanya amburadul, tapi saya suka.*)
- R: Do you think the use of classroom English help you improving your speaking skills?  
(*Menurut kalian, penggunaan classroom English membantu kalian dalam kemampuan berbicara ngga?*)
- S2: Yes, I do. I don't feel shy to speak in English because we practiced it in every meeting.  
(*Iya mba. Saya ngga malu lagi buat bicara pake Bahasa Inggris soalnya kita udah latihan di setiap pertemuan.*)
- R: What about you? Do you feel the same?  
(*Kalau kamu gimana? Sama juga?*)
- S1: I still feel shy but I think my English is got better from time to time.  
(*Saya masih malu. Tapi saya rasa kemampuan berbicara saya sudah semakin baik.*)
- R: Now, are you confident enough to communicate using English?  
(*Apakah kalian sudah cukup PD buat ngomong pake Bahasa Inggris?*)
- S4: of course miss. I feel good in speaking. I'm not shy anymore. I don't care if I make mistakes. At least I want to give it a try.  
(*Tentu mba. Sekarang aku ngerasa biasa aja. Dulu kan masih malu. Sekarang ngga peduli mau grammar salah atau pronunciation salah yang penting nyoba dulu.*)
- R: Wow, good... good... That's right. At least, you gave it a try. If you just stay silent, you will not know your ability. What about you?  
(*Wow, hebat hebat. Seengganya kamu udah nyoba. Kalo cuma diem aja kan ngga bakal tau kemampuan kamu sendiri. Kalau kamu gimana dek?*)
- S1: as for me, I've gain my confidence in speaking in front of my friends. We're not perfect. So, just give it a shot.  
(*kalau saya mba, saya udah ngga minder lagi buat ngomong didepan teman-teman. Toh kita masih sama-sama banyak kesalahan. Jadi kenapa ngga dicoba aja.*)
- S2: As for me miss, I do not feel shy in expressing my ideas because the teacher would give me correction if I made mistakes. My friends also help me correcting my works.  
(*Kalau saya mba, saya ngga malu lagi buat ngeluarin ide saya soalnya kan mba jga bantuin benerin kalo ada yang belum bener. Teman saya juga kasih koreksi kalo ada kata-katayang salah.*)
- R: What do you think about giving a reward to the best performer?  
(*Bagaimana menurut kalian tentang pemberian reward buat siswa yang paling aktif?*)
- S: I like it miss. Besides I want to prove myself, I also want to get the prize.

*(Saya senang miss. Selain saya ingin membuktikan pada diri saya sendiri bahwa saya bisa, saya juga kepingin hadiahnya.)*

R: Did you understand the teacher explanation when she explained the materials in English?

*(Pas pelajaran, kalian mudeng ngga kalo gurunya neranginnya pake Bahasa Inggris?)*

S3: Now, I understand the teacher's instructions well. I used to it. I also mastered the material better than in cycle 1. I did not have to look at my handouts while the teacher was explaining.

*(Sekarang saya lebih mudeng sama penjelasannya. Udah terbiasa denger itu soalnya. Saya juga paham materi dari cycle 1. Ngga harus liat ke handouts pas gurunya nerangin.)*

R: In this cycle, do you still find any difficulties during English speaking class? Maybe there were some unsolved problems from cycle 1? You can tell me.

*(Di cycle 2, apakah kalian masih menemukan kesulitan pas belajar speaking? Mungkin kalian masih punya masalah yang belum terpecahkan dari cycle 1? Kalian bisa cerita.)*

S2: Not really miss. I've just sometimes cannot find the V2 in my dictionary. Maybe, it's because I use the small one.

*(ngga sih mba. Cuma, kadang susah buat cari verb 2nya dikamus. Soalnya kamus yang saya pakai itu kecil, mba.)*

R: If that's the case, you can borrow dictionary from the library, right?

*(Kalau itu masalahnya, kamu bisa pinjem kamus dari perpustakaan?)*

S2 : Yes, miss.

*(Iya mba.)*

R: What about you?

*(Kalau kalian bagaimana?)*

S4: Same with him miss. I sometimes misused the v2 to v3.

*(Sama mba. Aku kadang-kadang suka keliru pas penggunaan v2 eh malah saya pake v3.)*

R: Do you usually bring the handouts from the first meeting?

*(Biasanya kalian bawa handouts yang dari pertemuan sebelumnya ngga?)*

S2: Yes miss, in the cycle 1 my partner forgot to bring it and I should share mine, it was kind of annoying. I could not use it as I wanted.

*(Iya mba. Pas cycle 1 dulu, teman sebangku saya ngga bawa handoutsnya. Saya harus berbagi sama dia. Sebenarnya ngga apa-apa sih, cuma sedikit menyebalkan. Saya ngga bisa coret-coret sama bolak-balik seenaknya.)*

R: And you? Did you bring your handouts?

*Kalau yang lain gimana? Dibawa ngga handoutsnya?*

S3: Last meeting, I did not bring my handouts. I had to write all the explanation again because I had not memorized the materials from the last meeting.

*(Pertemuan kemrin saya lupa ngga bawa handouts mba. Saya harus nyatet semua materi soalnya saya ngga inget materi yang kemarin.)*

R: What do you think about the handouts? Does it helpful for your English learning?

*(Menurut kalian, handout yang di kasih waktu awal pelajaran membantu kalian ngga?)*

S2: Yes, of course miss. I improved my vocabulary mastery and pronunciation from handouts. I use some words from the handouts to be used in my own story.

*(Iya, tentu saja mba. Penguasaan vocabulary dan pronunciation saya sudah*

*semakin meningkat karena adanhandouts. Biasanya, saya pakai beberapa kata yang ada di handouts untuk cerita saya.)*

R: In this cycle, do you bring dictionary in all English lesson?

*(Bawa kamus ngga kalo pelajaran Bahasa Inggris?)*

S1: Yes miss. By bring a dictionary I don't have to ask you again about the meaning of a word. I could check it myself.

*(Iya mba. Kalau bawa kamus, saya ngga usah tanya-tanya arti ke mba lagi. Saya bisa langsung cek dikamus.)*

R: Okay, good. I think that's enough. I don't want to hold you any longer. Thanks a lot for your time. Get home safely okay..

*(Okay. Saya rasa cukup sampai sini aja. Makasih banyak ya buat bantuannya. Hati-hati dijalan.)*

## QUESTIONNAIRE RESULTS

- 1 : Strongly Agree  
 2 : Agree  
 3 : Strongly Disagree  
 4 : Disagree

No	Items	Students' Choice				Total
		1	2	3	4	
1	Speak in English is easy.	0	2	15	19	36
2	I found it difficult to speak in front of the class.	15	21	0	0	36
3	I use Bahasa Indonesia when I do not know the English expression.	23	11	2	0	36
4	I'm afraid of being asked to speak English.	12	17	4	3	36
5	I want to use classroom English during the teaching and learning process.	8	23	5	0	36
6	Classroom English helped me in developing my confidence when I speak in English.	18	15	3	0	36
7	Classroom English helped me improving my speaking skills.	10	24	2	0	36
8	I have a lot of speaking practices in the English class.	13	21	2	0	36
9	Speaking practice makes my English better.	7	28	1	0	36
10	I understand well what the teacher explains.	7	20	5	4	36
11	I felt that my ideas were not good enough to share to my friends.	6	22	5	3	36
12	I experience pair work and group work.	31	5	0	0	36
13	I enjoy the activities using think-pair-share strategy.	11	21	3	1	36
14	I have more confidence to perform in front of the class because of think-pair-share strategy.	12	23	1	0	36
15	I got a lot of benefits and fun with think-pair-share strategy.	16	20	0	0	36

16	I have more confidence to perform in front of the class because of think-pair-share strategy.	21	15	0	0	36
17	The teacher creates various activities in the learning English.	9	22	5	0	36
18	The teacher moves around when students are doing tasks.	22	14	0	0	36
19	The teacher always uses media or technology in the classroom. E.g. laptop.	8	17	9	2	36
20	The content of handouts given by the teacher is interesting.	5	30	1	0	36
21	The handouts given in every meeting helped me understand the materials better.	8	25	3	0	36
22	The teacher gives the materials/handouts for each lesson.	29	7	0	0	36
23	The teacher guides me when I find difficulties.	14	20	2	0	36
24	The teacher gives feedback and correction in every meeting.	6	29	1	0	36
25	I got correction in the feedback session after speaking performance.	13	18	5	0	36
26	I want to be rewarded because I want to prove to myself that I did my best during the teaching and learning process.	10	24	2	0	36
27	The reward given to the best performers motivated me to learn more.	11	25	0	0	36
28	I bring dictionary to help myself developing my vocabulary mastery.	5	22	7	2	36
29	Dictionary is important if I want to learn English.	9	23	3	1	36
30	I use dictionary to help my learning.	14	19	2	1	36

## QUESTIONNAIRE ANALYSIS

- 1 : Strongly Agree  
 2 : Agree  
 3 : Strongly Disagree  
 4 : Disagree

No	Students' Choice (%)				Total
	1	2	3	4	
1	0.00	5.56	41.67	52.78	100.00
2	41.67	58.33	0.00	0.00	100.00
3	63.89	30.56	5.56	0.00	100.00
4	33.33	47.22	11.11	8.33	100.00
5	22.22	63.89	13.89	0.00	100.00
6	50.00	41.67	8.33	0.00	100.00
7	27.78	66.67	5.56	0.00	100.00
8	36.11	58.33	5.56	0.00	100.00
9	19.44	77.78	2.78	0.00	100.00
10	19.44	55.56	13.89	11.11	100.00
11	16.67	61.11	13.89	8.33	100.00
12	86.11	13.89	0.00	0.00	100.00
13	30.56	58.33	8.33	2.78	100.00
14	33.33	63.89	2.78	0.00	100.00
15	44.44	55.56	0.00	0.00	100.00
16	58.33	41.67	0.00	0.00	100.00
17	25.00	61.11	13.89	0.00	100.00
18	61.11	38.89	0.00	0.00	100.00
19	22.22	47.22	25.00	5.56	100.00
20	13.89	83.33	2.78	0.00	100.00
21	22.22	69.44	8.33	0.00	100.00
22	80.56	19.44	0.00	0.00	100.00
23	38.89	55.56	5.56	0.00	100.00
24	16.67	80.56	2.78	0.00	100.00
25	36.11	50.00	13.89	0.00	100.00
26	27.78	66.67	5.56	0.00	100.00
27	30.56	69.44	0.00	0.00	100.00
28	13.89	61.11	19.44	5.56	100.00
29	25.00	63.89	8.33	2.78	100.00
30	38.89	52.78	5.56	2.78	100.00

## PHOTOGRAPHS



Students were working on their map word.



Students were having discussion about their story.



The students were checking the difficult words from the text given on dictionary.



Students shared their story in front of the class.



PEMERINTAH KABUPATEN CILACAP  
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA  
**SMP NEGERI 2 NUSAWUNGU**

Jl.P. Diponegoro Karangpakis Nusawungu No. 347 Telp. (0282) 5501775

**CILACAP**

Kode Pos 53283

**SURAT KETERANGAN**

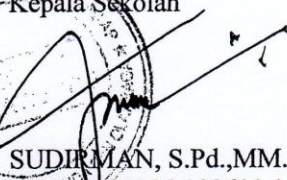
Nomor. 420 / 2124 / 2014

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 2 Nusawungu Kabupaten Cilacap Propinsi Jawa Tengah, menerangkan bahwa :

Nama : DESY PRATIWI  
NIM : 09202244005  
Program Studi : Pendidikan  
Jurusan : Bahasa Inggris  
Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

Telah melaksanakan Penelitian terhadap siswa kelas VIII di SMP Negeri 2 Nusawungu dengan judul " **IMPROVING THE STUDENTS' SPEAKING SKILLS OF THE EIGHTH (8<sup>th</sup>) GRADE STUDENTS OF SMP NEGERI 2 NUSAWUNGU THROUGH-THINK-PAIR-SHARE STRATEGY** mulai tanggal 21 Februari s.d. 26 Maret 2014.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Nusawungu, 26 Maret 2014  
Kepala Sekolah  
  
SUDIRMAN, S.Pd.,MM.  
NIP. 19620105 198611 1 001